REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH-WESTERN PROVINCES AND OUDH

FOR THE YEAR ENDING 31ST MARCH, 1881.

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By R. T. H. GRIFFITH,

Director of Public Instruction, N.-W. P. and Oudh.

ALLAHABAD:

NORTH-WESTERN PROVINCES AND OUDH GOVERNMENT PRESS.

1881.

ERRATA.

Page 2, para. 10.

Aided Schools, Lower.

for " 262" *read* " 254"
for " 15,484" *read* " 15,291"

Private Schools, Lower.

for " 36" *read* " 44"
for " 1,232" *read* " 1,425"

Pages 10A. and 11A.

Allahabad—Government and Aided.

Column 4*b*.

for " broken figures," *read* " 127"
72

Grand Total ... 199

Column 8*a*.

for " broken figures," *read* " 723"

Page 29A.

Etawáh—Column 8*b*.

for " 2,387" *read* " 3,387"

Page 36A.

Azamgarh—Aided, Column 5.

for " 44" *read* " 41"

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REPORT

ON

PUBLIC INSTRUCTION IN THE N.-W. P. AND OUDH,

For the year ending on the 31st of March, 1881.

SECTION I.—Introduction and General Summary.

INTRODUCTION AND GENERAL SUMMARY.

The traces of the malarial fever of 1879 have not entirely disappeared, and educational progress has been retarded in some districts by drought, scarcity, and sickness. Still it is evident that the schools throughout the united provinces are gradually recovering from the effects of previous unfavourable seasons, and the results of the year which I am about to review are not, on the whole, unsatisfactory.

2. Measures were taken in the past year to increase the pay of Sub-Deputy Inspectors of the third or lowest grade. This class of officers received only Rs. 30 per mensem, which, as no travelling allowance was given, was insufficient remuneration for the duties which they have to perform. As they are continually travelling, their necessary expenses frequently exceeded their pay, and the appointments were accepted only as stepping-stones to the promotion which was often deferred for years. The pay of these officers has now been raised to Rs. 40 a month, Rs. 50 being the pay of the first or higher grade. Better work may be expected from more contented men, and complaints from village schoolmasters of requisitions of food and forage appear already to have come to an end. The number of third grade teacherships in tahsili schools has been reduced and a corresponding increase in the higher grades has been sanctioned. This re-adjustment was necessary to meet altered requirements, as, under the management of the school committees, teachers obtain promotion only in the districts in which they serve. Several districts had less than their due share of the higher grade appointments, and deserving teachers could not obtain the promotion which they merited. This inequality has now been removed, and no district with successful and popular middle class schools is without its share of teacherships of the higher grade.

3. Another change, financially small but educationally important, is the recently sanctioned extension from two years to four of the tenure of middle class vernacular scholarships. This completes the scholarship system; and a clever boy who passes among the first forty in the middle class vernacular examination may now continue his studies uninterruptedly, with the aid of Government stipends, up to the highest examination of the university. The former two years' tenure of these scholarships was not long enough for boys to prepare themselves for the next higher examination, and scholars—unless they happened to be independent of State aid—left school with a useless smattering of English.

4. Instead of establishing a zila school of the ordinary type for the new district of Ballia, the local Anglo-vernacular school has been strengthened by an increased grant-in-aid, and the experiment thus made seems likely to be successful. The school is increasing and improving, and requires and deserves a larger and more suitable building.

5. There were savings in the grant-in-aid budget of the past year in consequence of the closing of aided schools of the Church Missionary Society at Allahabad and Chunar. A new Sanskrit and Hindi school at Almora has been aided for the first time, and the grants to ten important schools have been considerably increased. The grant-in-aid budget for the united provinces, sanctioned for the current year, exceeds in amount the allotment for the year that has passed. Every application for State assistance has received careful consideration, and no well-founded claim has been disallowed.

6. The eleven district training schools in Oudh, which were scarcely brought into existence by the close of 1879-80, have been organized; and a Hindi department has been added to the Sanskrit school at Ajodhya. The establishment of a divisional Normal school at Allahabad, the grant of a Government building for a boarding-house to accommodate the students of the Muir Central College, and the closing of the Almora Normal school, belong to the record of the current year and will be mentioned in the next report.

7. In the attendance of pupils there is a small but encouraging increase. The total number attending schools and colleges of recognized standing had on the 31st of March, 1880, fallen to 222,117 from a total on the same day of the preceding year of 242,580. On the 31st of March, 1881, the total was 225,403, which shows an increase of 3,286. This increase is almost entirely in the lower schools, Government and aided, of the North-Western Provinces. In Oudh there is a decrease of 100 in the total attendance. In the average daily attendance for the united provinces there is a

INTRODUCTION AND GENERAL SUMMARY.

satisfactory increase, the figures having risen from 164,460 in 1879-80 to 172,232 for the past year. This improvement is decidedly encouraging, as the registration of attendance is stricter than it has previously been.

8. The following table shows the net cost to the State of the Education Department in the year under review :—

	Rs.
Grand total expended	19,79,933
Non-Government contributions	4,69,690
Net Government expenditure	15,06,243

Receipts and expenditure are summarized as follows for the past and the preceding year :—

Receipts.	1879-80.	1880-81.	Expenditure.	1879-80.	1880-81.
	Rs.	Rs.		Rs.	Rs.
Municipal grants ...	47,625	52,401	Direction	35,264	34,461
			Inspection	2,14,608	2,05,731
Subscriptions and donations, &c.	1,93,976	1,94,573	Instruction including grants-in-aid.	17,13,227	16,75,955
Fees	1,49,577	1,46,849	Building grants ...	9,525	10,900
			Miscellaneous including Scholarships.	37,754	48,886
Endowments	93,575	75 867			
Total ...	4,84,753	4,69,690	Total ...	20,10,378	19,75,933

9. The increase in municipal grants, subscriptions, and donations is encouraging: The fall in fee-receipts—the tangible proofs of the genuine appreciation of the instruction offered by our colleges and higher schools—is disappointing. The decrease under endowments is merely less expenditure from these sources, and implies no diminution of available income. Moreover, Rs. 12,000 of the decrease is in unaided institutions which have sent in no returns. On the other side of the account, the decrease of expenditure under Inspection and Instruction is due chiefly to the absence on furlough of graded officers. The increase under "Miscellaneous" is chargeable to a number of petty items, mainly in Oudh and the Meerut division.

10. The following table summarizes the leading statistics of all classes of schools for the past year, and compares them with the figures for the year preceding :—

	Number of schools.		Number of students.	
	1879-80.	1880-81.	1879-80.	1880-81.
I.—Government Schools.				
Colleges	4	4	441	590
High and Middle	568	559	6,270	5,972
Lower	5,785	5,615	1,94,877	1,98,093
Special	20	22	401	410
II.—Aided Schools.				
Colleges	6	6	263	283
High and Middle	100	84	3,462	3,086
Lower	260	252	14,329	15,484
Special ... —	3	3	203	196
III.—Private Schools.				
Colleges	2	1	25	15
High and Middle	6	3	203	42
Lower	56	36	1,643	1,232
Special	...	...	...	...
Total ...	6,810	6,595	2,22,117	2,25,403
Total average attendance ...	...	...	1,64,460	1,72,232
Total cost to Government ...	1879-80			Rs. 15,25,625
	1880-81			„ 15,06,243

11. The general results of the university examinations may be summarized as under :—

Examination.	Number of candidates.		Number passed		Percentage passed.	
	1879-80.	1880-81.	1879-80.	1880-81.	1879-80.	1880-81.
Entrance	380	425	151	270	39·7	63·5
F. A.	92	91	46	48	50·0	52·7
B. A.	41	41	17	22	41·4	53·6
M. A.	4	8	3	7	75·0	87·5
Total ...	517	565	217	347	41·9	61·4

INTRODUCTION AND GENERAL SUMMARY.

12. In the middle class Anglo-vernacular examination, 174 passed out of 883 candidates against 222 out of 807 in the preceding year. In the middle class vernacular examination 348 candidates were successful out of 1,211, against 356 out of 829 in 1879. The upper primary examination has been passed by 7,567 boys and 155 girls, and the lower primary by 16,434 boys and 520 girls.

13. Schools for special training—the Normal schools in the North-Western Provinces and the Normal classes in Oudh—have worked well; but the latter are now insufficient to meet the new requirements. The scholarship list has been unusually full since the 1st of January, 1881, in consequence of increased success in the university examinations. Under the head of Books the publication of Parts II. and III. of Mr. Howell's most erudite and valuable Arabic grammar deserves especial notice. About 700 students have obtained direct appointments from college or school to posts in the public service. The returns for 1879-80 showed 666 students thus appointed; but the figures are always liable to fluctuation, and the present small increase is not really important.

14. The university examination results show a decided improvement in colleges and high schools. Judged by the departmental standard, which is comparatively higher, there is a falling off in middle schools of both grades. The results of the upper primary examination show improvement, but those of the lower are less satisfactory than they were last year. There is some increase in the total number of pupils and very considerable increase in the average daily attendance. On the whole, there are signs of sure, if slow, recovery from the disastrous effects of the malarial fever of 1879, and the general results of the year's operations—though not so satisfactory as I hoped and expected they would be—are by no means discouraging.

SECTION II.—CONTROLLING AGENCIES.

CONTROLLING AGENCIES.

15. There has been no alteration in the system of departmental control, and in colleges and inspectional divisions the changes of officers have been few and temporary. In the Agra and Benares Colleges there has been no change. In the Muir Central College Mr. Boutflower, who returned from furlough in November, resumed charge from Mr. Kennedy of the Professorship of Mathematics; and Mr. Wright, Professor of English Literature, obtained eight months' furlough in March. Pandit Adityarám Bhatacharya, M.A., Professor of Sanskrit, officiates for Mr. Wright, and Pandit Kesava Sástri, from Benares, occupies the chair of Sanskrit thus temporarily vacated. The Principals and Professors of the several colleges have worked harmoniously and well, and very careful attention has been paid to instruction, discipline, and general management.

16. Mr. Constable, Inspector of the Meerut division, obtained two years' furlough in November; Mr. Goulding was transferred from the Agra division to Meerut; and Mr. Phillips, headmaster of the Bareilly school, officiated at Agra pending Mr. Lloyd's return from furlough. All the Inspectors spent the whole of the touring season in camp, and their duties have been conscientiously and ably performed. The transfer to the district school committees of the management of tahsili and halkabandi schools has greatly lightened the work and responsibility of Inspectors in the North-Western Provinces, and for five months of the year these officers have very little to do. They have done what was required of them, and they are able, and, I believe, willing, to do more. In Oudh, in addition to the ordinary duties which a North-Western Provinces' Inspector has to perform, the entire management of the vernacular schools has been, and is, in the hands of Mr. Nesfield the Inspector, aided by the Assistant-Inspector, Munshi Durga Prasad. The Inspector's work and responsibility are consequently very heavy; but he deprecates the lightening of his labours by the introduction of the North-Western Provinces' system into a province which, he thinks, does not require it.

17. During the deputation of Mr. Phillips to the Agra Inspectorship, Mr. P. Kennedy, whose substantive appointment is the headmastership of the Aligarh high school, officiated as headmaster at Bareilly. There have been no other changes of importance in the headmasterships of high schools. The headmasters of high schools—considered merely in this capacity—have generally done their work well, as the results of the university entrance examination testify; but, with a few exceptions, they have not paid sufficient attention to their middle classes, and the failure of their candidates in the vernacular part of the middle class examination has greatly diminished the credit due for success in the entrance examination.

18. Maulvi Zain-ud-dín, Deputy Inspector of Moradabad, Maulvi Agha Ali of Bareilly, and Chaube Munna Lál of Jhánsi have died, and Pandit Kunj Bihári Lál of Agra and Maulvi Muhammad Ahsan of Muzaffarnagar have retired on superannuation pensions. Their successors were most carefully selected for general merit and special qualifications, and I believe they are all discharging their duties satisfactorily. The Deputy Inspectors have generally worked well; and it is gratifying to see that the district school committees as well as the divisional Inspectors bear testimony to the zeal, energy, and judgment with which their onerous duties have been performed. The only Deputy Inspectors who have incurred censure and punishment are Maulvi Amanat

CONTROLLING AGENCIES.

Husain of Jaunpur, who, for neglect of work, has been reduced from the Rs. 80 to the Rs. 60 grade, and Babu Priyanáth Mitter, late of Basti, who has been a second time degraded for what I fear is incorrigible laziness. This latter officer has been allowed one trial more in another district, and further neglect of duty will be punished by removal from the list of Deputy Inspectors, if not by absolute dismissal. The work of the Sub-Deputy Inspectors is well spoken of both by the Inspectors and by the school committees. One of these officers, Munshi Mannu Lál, was appointed to the Deputy Inspectorship of Moradabad. The increase of pay recently allowed to Sub-Deputy Inspectors of the lower grade has given them general satisfaction, and will, I think, produce good results in the shape of more hearty work.

19. The district school committees of the North-Western Provinces are mentioned last, not because they are the least important of the controlling agencies, but because they are extra-departmental. These bodies have devoted much care and attention to their important duties, and the schools have prospered under their management; but their efficiency is still lessened by the drawbacks which have been noticed in former reports—the frequent changes of the Secretaries and the general apathy or inactivity of the majority of the native members. For the former of these drawbacks there is no remedy: the latter might be removed if all members of committees, now and on future appointment, were distinctly given to understand by the President that active co-operation is expected and required from each and all; that mere attendance at committee meetings is not sufficient, but that personal visitation of certain allotted schools is part of a member's duty. At present—at least in the majority of districts—the schools are mainly managed by the Secretary and the Deputy Inspector. The district officers inspect in their cold weather tour the schools which are on or near their route; but, with few exceptions, the non-official members of committees take little part either in administration or visitation. There is, I think, no doubt that the vernacular schools have improved under the present system which makes the district committees, and not the Inspector, responsible for their condition. The committees are necessarily better judges of local educational wants; by their influence with the people they can increase the attendance at the schools; they have more and better opportunities of detecting and checking false registration and the negligence and unauthorized absence of teachers; they are better able to see whether the Deputy Inspectors discharge their duties efficiently, and to investigate the complaints of teachers and the charges brought against them.

20. In Oudh also there are educational committees, but they have no clearly defined duties or responsibilities. The district officers inspect schools and assist the Inspector in various ways; but the schools are entirely managed and controlled by the Inspector and his staff, and these officers are solely responsible for their condition. The district officers, whom the Commissioners have consulted on the subject, are generally unwilling, having their hands already full, to undertake the educational duties which the committees in the North-Western Provinces have to perform; and the only Commissioner who would personally welcome the introduction of the North-Western Provinces system into Oudh is an officer who, as President of a district school committee in the North-Western Provinces, has seen its working and appreciated its advantages. Even this Commissioner, however, is unwilling to recommend the imposition of additional duties upon officers who are most unwilling to undertake them; and after careful consideration, I am strongly of opinion that no change should be attempted at present. The Inspector, Mr. Nesfield, deprecates the transfer to committees of duties and responsibilities which he does not find too heavy for himself and his assistant, and says that the district officers already give him all the aid that he asks or needs.

SECTION III.—UNIVERSITY EDUCATION.

UNIVERSITY EDUCATION.

21. There are 11 institutions for university education and its equivalent, comprising English and Oriental Arts Colleges and departments of colleges teaching law. La Martinière College unaided, and not open to inspection, does not appear this year in the statistical forms, as its returns, given last year with reluctance, have not been obtained. St. John's College, Agra, also, has furnished no returns. The Roorkee College is a special imperial institution, unconnected with this department, and its statistics therefore are not given in the educational forms which accompany this report. The 11 institutions which appear in the returns are the English Government Colleges of Agra, Allahabad, and Benares, the aided English colleges at Lucknow and Aligarh, the unaided college department of the London mission high school at Benares, the Oriental departments of the Benares, Lucknow, and Aligarh Colleges, and the Law classes at Allahabad and Lucknow.

22. The results of the university examinations are generally satisfactory. In the examination for honours in Arts and for the degree of M.A., the Muir College passed all its four candidates, two for the former and two for the latter—a result very creditable to the students, to the Principal, to Mr. Hill, the Professor of Physical Science, and to Mr. Kennedy, who officiated as Professor of Mathematics. Can-

ning College also was very successful in this examination, sending up four candidates and passing three, one of whom obtained honours in English and one in Mathematics, the third passing in English for the M.A. degree. The Principal and his staff are to be congratulated on the very creditable appearance which their pupils make in the highest Arts examination of the university. The Canning College also passed two out of three candidates for the degree of Bachelor of Law. One student only presented himself for this examination from the Law class of the Muir Central College, and he failed to pass.

23. In the B.A. examination 22 students passed from the colleges of the united provinces out of 41 candidates against a total of 17 out of 41 in the preceding year. Agra contributed only one successful candidate, and that one in the third division. The Muir Central College passed 8, Benares 6, and Canning College 7, with 3, 1, 1, respectively in the first division. The percentage of successful candidates was 51·72 for the North-Western Provinces and 58·33 for Oudh, against 31·03 and 66·66 last year, the percentage for Bengal being 42·71 and the total percentage for the Presidency 44·03.

24. The results of the First Arts examination are also satisfactory, 48 out of 91 candidates from the united provinces having passed against 46 out of 92 in 1879. The percentage of successful candidates from each province has risen, that for the North-Western Provinces from 52·85 to 57·62, and that for Oudh from 40·90 to 43·75. Agra passed 5 students out of 6, Allahabad 10 out of 16, Benares 6 out of 14, the Muhammadan Anglo-Oriental College, Aligarh, five out of eight, the London Mission School, Benares, six out of 11, St. John's College, Agra, two out of four, and Canning College, 14 out of 32.

25. These results, regarded merely as examination results, are most encouraging; but they are less satisfactory when considered from a financial point of view. Each of the 180 students who have read during the past year in a Government English Arts College has cost for that year's education Rs. 1,035, of which Rs. 760 has come directly from State funds. At Benares the total annual cost of each student's education is Rs. 684, and his annual cost to the Government Rs. 595. At Allahabad the figures are Rs. 1,149 and Rs. 1,028 respectively. At Agra, the total yearly cost for each college student has risen to the enormous sum of Rs. 1,610, enough to provide elementary instruction, for the same time, for more than 300 village school-boys. It is true that the college accounts are credited with the interest derived from a large endowment, which reduces the cost to the Government to Rs. 485 for each student; but this does not affect the question, as the endowment was not specially intended for the support of high education, and the funds, which are administered by the Government, might equitably and advantageously be diverted to other educational purposes. The college itself is in no way responsible forthese unsatisfactory results. Its general management and the tuition it offers are excellent. The Principal has a deservedly high reputation as an English scholar, a teacher, and a university examiner, and he is ably aided by a competent staff of Professors. Ample and good accommodation is provided for boarders; but still there is no increase in the number of college students. Those who are willing to come are unable to support themselves and to pay the small tuitional fees; and those who have sufficient independent means do not care to continue their studies beyond the entrance examination, even if they attain to that standard. The advisability of closing or reducing the unappreciated college has been more than once considered; but no real saving would be effected by either measure at present, as the services of the Principal and his staff cannot be utilized elsewhere. As opportunities occur the establishment and the expenditure will be reduced.

26. The Oriental Colleges or Departments at Benares, Aligarh, and Lucknow are doing well. In the Benares Sanskrit College the number of students has increased from 307 in December, 1879, to 418 in December, 1880. The examination system has been reformed and extended, and the results of the final examination are now published in the *Government Gazette*. At Aligarh and Lucknow, also, there are gratifying signs of life, activity, and progress.

27. In the Law classes also—especially in the Canning College—a fair measure of success has been obtained. It is to be regretted that there appears to be no genuine desire at Allahabad for the instruction which the Urdu Law classes were established to supply, and these classes, therefore, are still in abeyance.

28. The following account of the progress or condition of the colleges in the North-Western Provinces is taken from the reports of the Principals:—

Agra College.—Mr. Deighton says: "Except in the First Arts examination, we have not met with much success ..... Our numbers in the college department have not increased, nor do they seem likely to increase. In my remarks upon this point last year, I perhaps attributed too much to the attractions held out by other colleges, not giving sufficient weight to the limitation of scholarships to students who pass high in the university examinations. To this cause, no doubt, much may be ascribed. Yet the limitation is certainly a healthy one. We do *not* want classes made up of boys who by dint of little beyond sheer industry have managed to get into the 3rd division at the previous examinations. Success in their further efforts

UNIVERSITY EDUCATION.

is almost impossible, and 'cramming' becomes more and more a necessity. I have at present a B.A. class of five boys none of whom got beyond the 3rd division at the First Arts examination. They may, some of them, satisfy the examiners next January, but scarcely any success would persuade me that they would not have done better to abandon university education a year ago. As teachers in schools, if such be their fate, they will perhaps be somewhat more efficient for their further study. As clerks in offices and as men of business, they would have profited more by taking to their occupations earlier in life. As regards the State, money laid out in such an investment must be regarded as bringing in but poor interest; and assuredly it could not be accused of neglecting education if it declined to support institutions in which so small a number of students attain to anything like university distinction. Where the classes in a college are largely made up of students who have proved their ability, it may be worth while to allow those of a lower order to continue on the rolls. Otherwise it would be better policy, I think, to do away with the classes altogether. You are already aware how high an opinion I have of the Professors and other officers under me, and I need only say that the college has owed as much to them during the past as during former years. The boarding houses are crowded to their utmost."

29. In the *Muir Central College* the number of students in the General Department has increased from 64 to 79, the increase being chiefly in the First-year class, which numbered 31 against 13 in the preceding year. Mr. Harrison, the Principal, reports as follows:—

"As the college admits only those who have passed the Calcutta University entrance examination, our numbers are affected not only by the state of the high and zila schools in this province, but in a great degree also by the severity or leniency of the Calcutta examiners. It is not unreasonable to conclude that the standards at the entrance examination in December, 1879 and 1880, were very different, as the percentage of successful candidates over the whole field of the university operations, which in 1879 was only 40, rose at a bound in December, 1880, to 60, or just one-half more. This college, again, in a higher degree than others, is dependent on the numbers who pass that examination in the 1st division, and the whole of the North-Western Provinces in 1879 only furnished three in that grade, whilst 44 attained it in 1880. These facts explain the change in the numbers found in the First-year class. Owing to the serious decrease in the number of students, the annual cost of the education of each has risen correspondingly to a very great sum. We may hope that no such disastrous examination as that of 1879 will early recur, but the effect of that cannot wholly pass away for four years more.

"The average attendance of our pupils was only 85 per cent., which is lower than it should be. Also this college having no school attached, the whole pay of the Principal and Professors (who are now drawing the maximum of their respective grades) is charged in calculating the cost of each pupil's education, and this has helped to swell the amount to its unhealthy figures.

30. "The staff of Professors remained nearly the same throughout the year. Mr. Kennedy of Aligarh who officiated for Mr. Boutflower as Professor of Mathematics, left only at the beginning of November, and the fortune of the F. A. class therefore depended on him. The result is creditable to him, and I have further to say that he taught the larger portion of the honours course in Mathematics to our single candidate Munshi Govind Prasad, now Professor of Mathematics in the Muhammadan Anglo-Oriental College at Aligarh, who passed in the 3rd division. Mr. Wright, Professor of English Literature, left just as the year closed, and his place will be filled during the eight months of his absence by Pandit Aditya Ram, M.A., who has once before satisfactorily undertaken the same duties for a short time.

"In examination results the subjoined table compares our success in 1879 and 1880:—

Standard.	1879.						1880.					
	Number sent up.	Passed in				Per-centage.	Number sent up.	Passed in				Per-centage.
		I.	II.	III.	M.A.			I.	II.	III.	M.A.	
F.A.	23	5	2	7	...	61	16	2	6	2	...	62
B.A.	14	1	...	4	...	36	10	3	2	3	...	80
M.A. & Honours ...	4	...	2	...	1	75	4	...	1	1	2	100
Total ...	41	6	4	11	1	54	30	5	9	6	2	73

"Our success is greater than that of any other college sending up equal numbers to the Calcutta University, but this I regard of less importance than the consideration how our pupils behave and succeed in their after-life. I am glad to say that in this respect I have no failures nor drawbacks to report. We have still some honours men candidates for employment, for whom I should be glad to find an opening in

the education department rather than in other branches of the public service. Government having permitted the occupation of the old Commissioner's cutcherry as a boarding-house, we shall be relieved—for a time at least—of one of the most serious hindrances to the growth of our college. That it was a real hindrance is proved by the migration in February of three boys to the Muhammadan Anglo-Oriental College, solely for want of accommodation.

"As the flooring of some of the corridors is being laid down, and the doors and windows in the new building are being put up, we may count on being permitted to occupy it, I hope, by July of next year.

31. "In the Law Department, the students in the English classes, 21 in all, are divided into a final class of eight, some of whom are studying the three years' course for the Calcutta B. L. degree, and the preliminary class of 13. In December the classes were of 5 and 13 respectively, and 4 only of them appeared in the High Court examination. M. Chandi Prasad, B. A., passed in the High Court Pleadership grade, and in the Professor's examination gained the Hammond scholarship. Two others passed in the upper subordinate grade. The Urdu classes are still in abeyance."

32. *Benares College.*—Doctor Thibaut, the Principal, reports to the following effect:—In the Sanskrit College the number of students increased from 307 in December, 1879, to 418 in December, 1880. Pandit Káliprasád Bhattáchárya, who had taught Logic in the college with great success for nearly thirty-three years, died last year, and Pandit Vámanáchárya, Professor of Hindu Astronomy, resigned his appointment, having obtained employment under His Highness the Mahárájah of Benares. Other Pandits have been promoted, on account of seniority and general merit, to the vacancies thus caused, and two young men of great ability and promise have been appointed to the lower posts.

The examinations were conducted partly on the plan laid down in 1879, and partly, though to a limited extent only, according to a new scheme sanctioned by the Director, Public Instruction, which aims at systematizing the studies of the Pandits and giving officially-recognized diplomas to those who pass certain advanced examinations. This scheme includes (1) an entrance examination of moderate difficulty; (2) a middle examination, to pass which a sound and comprehensive knowledge of the Sanskrit language and literature in general is required; (3) a final (Achárya) examination to test the candidates' thorough knowledge of one or more of the Sástras. The examiners are appointed by the Principal, and are chosen partly from the Professors of the Sanskrit College and partly from Pandits of reputation who are not connected with the college. Candidates who pass the final examination receive a printed diploma signed by the Principal and the examining Pandits and countersigned by the Director, Public Instruction, and their names are published in the *Government Gazette.* Of the students who presented themselves for the Achárya examination at the end of the past year, only three were considered to have shown sufficiently sound and extensive scholarship to entitle them to diplomas, although several others acquitted themselves very creditably. The examination is necessarily a strict one; and the minimum of marks required for passing is one-half of the total sum instead of the usual one-third.

33. The remaining students were examined according to the old scheme and the results were, on the whole, satisfactory.

34. Considerable additions comprising several highly important works have been made to the Sanskrit Library, of which a new catalogue is in course of preparation.

35. Instead of the *Pandit,* a monthly Sanskrit journal which was discontinued in 1879, a new "Benares Sanskrit Series" has been started. Its first fasciculus containing a part of the *Siddhánta'attvaviveka* has appeared. Among the fasciculi in preparation is one containing the beginning of the great Mímánsá Commentary, the *Tantravárttiká,* a more important work than which is hardly to be found in the hitherto unpublished treasures of Sanskrit literature and philosophy.

36. The English college numbered in December, 1880, 54 students against 56 in December, 1879. It re-opened with 67 in January, and the number increased to 70 by the 31st of March. Of these 70, 49 are reading for the F. A. examination, and 21 for the B. A. and M A. degrees. Out of 14 students who went up for the F. A. examination, six passed, two in the 2nd and four in the 3rd division. There were no failures in chemistry and psychology. In the other subjects the number of failures was almost equal except logic, in which only three students failed. Six out of 16 candidates passed the B. A. examination, one being placed in the 1st division and two in the 2nd. Among the students who passed with distinction from other colleges in these provinces were several who had received almost their entire education at Benares. One reason that induces Benares men to migrate in their fourth year is that there are Law classes at Allahabad and Lucknow and not at Benares. Three of the six new B. A.'s are reading at Benares for honours, two in physical science and one in English.

37. The boarding-house, common to the college and the school, gives accommodation to 70 students, and is full. The general conduct and health of the boarders have been good throughout the year.

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38. The staff of the English department of the Muhammadan Anglo-Oriental College at Aligarh has been strengthened by the appointment of a Professor of Logic and Philosophy, a Master of Arts of Benares College who took honours in Arabic. The Professor of Mathematics is a Master of Arts of the Muir Central College who took honours in mathematics this year. The college staff is now strong enough to teach up to the B. A. standard, and a third-year class has been formed. The number of students has risen from 20 to 28. The results of the first F. A. examination at which candidates from this college have appeared are very satisfactory, five students out of eight having passed, four of whom were in the 2nd division and one in the 3rd. Still more satisfactory is the fact that three students have gone to England to complete their education, and two are preparing to follow them this year.

39. Through the unwearied exertions of the Secretary to the Managing Committee, the college buildings are rising gradually, and the boarding-house system has been brought almost to perfection as far as students are concerned who can afford to pay, in addition to tuition fees, Rs. 5 or Rs. 7 a month for the very comfortable accommodation supplied to them.

40. St. John's College, Agra, passed two students in the F. A. examination, and the college department of the London Mission Society School, Benares, passed six—all in the 3rd division. The former has sent no returns to this office, and the latter calls for no special notice. Neither of these institutions, considered as colleges, receives or deserves assistance from the State.

41. The Inspector of the Oudh Division reports as follows on the aided Canning College which has been, as usual, very successful in the university examinations:—

42. "The Canning College has, as usual, been under the superintendence of Mr. White, the Principal, assisted by his two Professors, Mr. Gall and Mr. Pirie. Though technically an aided institution, it in fact holds the place of a Government College to the Oudh Province. Mr. White has at all times readily co-operated in the furtherance of any measures designed by this department for the promotion of English education.

43. "*Arts Department.*—On 31st March, 1881, there were 110 undergraduates on the rolls, besides one B. A. graduate who is studying for the M. A. degree. Of these 110 undergraduates, 79 are studying for the First Arts certificate, and 31 for the B. A. degree. The average enrolment throughout the official year was 97, and the average daily attendance was 79. The cost of each pupil's education to Government was Rs. 150 against Rs. 181 in the previous year. The fee rate, which used to vary according to the income of the parents, has now been put on a fixed scale in accordance with the system prevailing in Government Colleges and Schools. This rate, which came into force from 1st January, 1881, has made the education more expensive to those who avail themselves of it; but in spite of this the numbers have considerably risen since the college re-opened after the Christmas vacation, and the enrolment in the college classes at the present time is higher than it has ever been before. In the university examinations the college has well maintained its high reputation. For the First Arts examination there were 30 candidates, of whom 14 passed, two in the 1st division, two in the 2nd, and ten in the 3rd. Reckoning by points, (that is, considering the 1st division as three times and the 2nd as twice the value of the 3rd), the Canning College was surpassed by no college in the united provinces, and equalled only by the college at Allahabad. Reckoning simply by the numerical total of passed candidates, the Canning College surpassed the Allahabad College by four, and stands at the head of all colleges in these provinces. For the B. A. examination there were 12 candidates, of whom seven passed, one being placed fifth in the university list in the first division, and one in the second. In this examination the Canning College surpassed all other colleges in these provinces except that at Allahabad which excelled it numerically by one and in points by six. For the M. A. examination four candidates appeared. Three took their M. A degree; and two out of the three with honours, one in mathematics and the other in English.

44. "In connection with the work which the Canning College is doing for the country, it is just that some mention should be made of the recent success of one of its late students (Brij Mohan Lál) at Roorkee. This student has come out as one of the first eight in the college list, and is therefore eligible for a Government appointment as an Engineer. He has obtained the higher certificate, which implies that his marks amounted to 50 per cent. at least on every subject, and to 60 per cent. at least on the total. He has also gained the Thomason prize of Rs. 250, which is given to the best native student of the year. He could have taken a still higher place, had it not been that other students obtained full marks for general health, whereas he received only 50 out of 100.

45. "*The Oriental Department.*—This department closed the year with an enrolment of 107 names, 53 Hindus and 54 Muhammadans. The number of Arabic students is 33, of Persian 22, and of Sanskrit 19; the rest are studying Urdu or Hindi only. The average daily attendance during the past year was 71; and reckoning upon this basis, the cost of education per pupil was Rs. 104. Two of the classes were successful at the Lahore examinations, the higher Persian class, and the higher Arabic. The former passed all its four candidates; three in the Munshi examina-

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tion, and one in the Maulvi Fázil. The higher Arabic class passed two out of eight candidates for the Maulvi Fázil examination. These two were at the head of the successful candidates, a fact which shows that Lucknow is not inclined to lose its ancient fame as one of the chief seats of Muhammadan learning in India, and that the Canning College is contributing materially to the maintenance of this fame by the success of its students in public examinations. The higher Sanskrit class generally passes three or four of its students in the Śástri examination; but last year it was unfortunate rather than unsuccessful. One of its best students fell ill during the examination, and another equally promising candidate was called away by the death of a near relative. The Maulvis and Pandits engaged in this institution alike complain of the difficulty they find in competing with the *maktabs* and *páthsháláś* of the city, in which the students, especially those who come to Lucknow from a distance, are fed and clothed by natives of wealth and influence, according to old Indian custom. It seems impossible, however, for the Canning College to do more in this direction than it is doing already. Rs. 47 per mensem were allotted during the past year for scholarships. No fees are charged in the Sanskrit classes, and a fee of only one anna a month is charged in the others.

46. "*The Law Department.*—The number of students on the rolls on 31st March, 1881, was 11, of whom nine were students from the Arts classes, and two were outsiders, that is, students otherwise unconnected with the college. The average daily attendance throughout the year was 34. The object of this department is to qualify students for High Court pleaderships and for the B. L. degree of Calcutta University. In the year under report, four candidates were sent up for the B. L. examination, two of whom passed. The other candidates appeared for the pleadership examination at Allahabad, of whom four passed, two in the upper and two in the lower grade. Hitherto admission free of cost has been open to all college students who may be studying in the First Arts or B. A. classes. The Law class under these terms was largely attended, but as the students paid nothing for the privilege of hearing the lectures, they usually paid very little attention to what they heard, until about six months before the examination.

"Since January, 1881, a fee system has been introduced, and this change accounts for the greatly reduced attendance on 31st March, 1881, as compared with the average attendance of the whole year. The lectures, however, will probably be much better listened to now that they are paid for. One great drawback to the efficiency of the Law Department is the want of a law library containing useful books of reference; but I understand that some of the taluqdars contemplate raising a fund for the supply of this want. The greatest drawback, however, is the disqualification which has been attached to the Law lectures at Lucknow by the existing rules."

47. La Martinière College does not prepare its matriculated students for university certificates or degrees, and it has furnished no statistical returns this year.

SECTION IV.—SECONDARY INSTRUCTION.

SECONDARY INSTRUCTION.

48. English High Schools are tested by the entrance examination of the university; and middle schools, English and vernacular, by the departmental middle class examinations. These standards, however, are subject to disturbing fluctuations, and the judgments founded upon them must be modified more or less by the reports of those officers who have the best opportunities of knowing the real attainments and powers of the candidates—the Principals and Headmasters of the various schools, Government and aided, which send up boys to the annual examinations.

49. The following tables show the details of the entrance examination of December, 1880, school by school:—

Schools.	Number of candidates.	Number passed.			
		I.	II.	III.	Total.
Government Schools, North-Western Provinces.					
Benares	36	3	17	9	29
Agra	13	1	3	3	7
Bareilly	23	5	14	1	20
Allahabad	24	5	8	2	15
Etáwah	5	...	3	1	4
Moradabad	5	...	2	1	3
Mirzapur	4	...	2	1	3
Aligarh	7	1	2	...	3
Shâhjahánpur	5	2	3	...	5
Cawnpore	9	...	3	4	7
Muttra	11	...	4	1	5
Farukhabad	5	...	1	2	3
Bánda	3	...	2	...	2
Meerut	8	2	1	...	3
Total ...	158	19	65	25	109

SECONDARY INSTRUCTION.

Schools.	Number of candidates.	Number passed. I.	II.	III.	Total.
Aided Schools, North-Western Provinces.					
Jay Narain's College, Benares	5	...	2	1	3
London Mission High School, Benares	10	...	2	4	6
Bengalitola Preparatory School, Benares...	10	...	4	3	7
St. John's College, Agra	7	3	1	...	4
Victoria College, do.	1	...	1	...	1
St. Peter's College, do.	4	...	3	...	3
Muhammadan Anglo-Oriental College, Aligarh	13	4	9	...	13
St. George's College, Mussoorie	8	4	1	...	5
Christ Church School, Cawnpore	3	...	2	...	2
Memorial School, Cawnpore...	2	1	...	...	1
Boys' High School, Allahabad	4	1	1	...	2
Girls' High School, do.	2	2	...	...	2
London Mission School, Mirzapur	5	...	1	2	3
Church Mission School, Jaunpur	3	...	...	...	...
Victoria School, Ghâzipur	5	2	1	...	3
Mission School, do.	5	...	2	1	3
Ditto Azamgarh	9	...	3	2	5
Ditto Gorakhpur	6	1	...	1	2
Ditto Meerut	5	1	4	...	5
Ditto Sahâranpur	3	...	1	2	3
Ditto Almora	5	...	4	1	5
Total ...	115	19	42	17	78
Private Unaided.					
Mufid-i-Khaláik School, Aligarh	2	...	...	...	...
Anglo-Vernacular City School, Allahabad	10	...	1	...	1
American Mission School, do.	8	1	1	...	2
Mission High School, Bareilly	4	...	2	...	2
Mussoorie School	5	4	...	...	4
Wood's Academy	3	1	1	1	3
Private candidates	9	...	2	...	2
Total ...	41	6	7	1	14
GRAND TOTAL ...	314	44	114	43	201
Government Schools, Oudh.					
Fyzabad	6	1	5	...	6
Bahraich	2	...	2	...	2
Hardoi	9	...	5	...	5
Bara Banki	2	1	...	...	1
Sultanpur	4	1	2	1	4
Unao	4	...	2	...	2
Lakhimpur	5	1	3	...	4
Gonda	8	...	1	1	2
Rae Bareli	3	...	3	...	3
Partabgarh	5	...	3	...	3
Sitapur	5	...	...	1	1
Total ...	53	4	26	3	33
Aided Schools.					
Canning College, Lucknow	31	6	14	3	23
Church Mission School, Lucknow	4	...	...	...	...
Total ...	35	6	14	3	23
Private Unaided.					
La Martinière College, Lucknow	21	6	4	2	12
Private students	2	...	1	...	1
Total ...	23	6	5	2	13
GRAND TOTAL ...	111	16	45	8	69

50. The Government schools of the North-West Provinces have passed 109 candidates with 19 in the first division against 70 with 2 in the first division in 1879; the aided schools have passed 78 against 36 in 1879, with 19 in the first division, and the unaided schools 14 against 2 with 6 in the first division. In Oudh, the Government schools have passed 33 candidates with 4 in the first division against 16 and 1 in the preceding year; the aided schools have passed 23 against 16, and the unaided schools 13 against 11, with 6 each in the first division against one and three

respectively in the year before. The grand total of passed candidates for the united provinces is 270 against 151 in 1879, with 60 in the first division against 8. The number of candidates from the North-Western Provinces was 314 against 272, and from Oudh 111 against 108. The percentage of successful candidates is 63·57 for the North-Western Provinces, and 62·28 for Oudh, against 39·62 and 37·73 in 1879. The percentage for Bengal has risen from 38·47 to 58·29, and the total percentage for all the provinces in the jurisdiction of the University from 39·63 to 59·64. The preceding tables will show the schools that have done best in this examination. Several, it will be seen, have passed all the candidates they sent up.

51. The unusually high success must, however, be attributed rather to a great and sudden reduction of the standard than to any extraordinary improvement in the quality of the candidates or of the instruction which they received. In 1879, the long prevalent malarial fever retarded progress and prevented the due preparation of candidates. The past year was a far more favourable one, and better results were naturally expected; but the figures which have been given above cannot be accepted as the true measure of the improvement that has been made or of the present condition of the schools. My own estimate, based on the reports of Inspectors and Headmasters, and my *vivâ voce* examinations of some of the candidates, would reduce some 50 per cent. of the passed students from the first to the second division and strike off 20 per cent. from the total number passed. I consider the past year to have been a better one in respect of entrance candidates than the very disastrous year which preceded it, and to show some slight but still encouraging improvement on 1878. The fact, however, remains that 270 students have passed, with 60 in the first division, against 151 and 8 in the preceding year. A return this year to the former standard will be followed by an apparent falling off. I may mention that among the students who passed in the first division are the two candidates sent up by the excellently managed Girls' High School at Allahabad.

52. The results of the departmental middle class Anglo-vernacular examination are very unsatisfactory. Government schools passed only 123 candidates against 151 in 1879; aided schools 43 against 56, and 6 candidates from private unaided schools, or privately educated, passed against 15 in the preceding year. The following tables give details for all the schools that were examined, and show a total of 172 passed against 222 in 1879:—

Schools.	Number of boys examined.	Passed.	Failed.	Details of failure.				Percentage of passed boys.
				English.	Second language.	History and Geography.	Elementary Mathematics.	
Government High Schools, North-Western Provinces and Oudh.								
Meerut	12	7	5	...	1	3	5	58·3
Aligarh	22	2	20	...	6	11	19	9·0
Muttra	15	6	9	...	1	4	9	40·0
Agra	21	6	15	2	4	3	15	28·5
Farukhabad	9	7	2	...	...	...	2	77·7
Etáwah	14	8	6	4	...	1	4	57·1
Moradabad	7	2	5	...	...	2	5	28·5
Bareilly	25	3	22	1	11	6	22	12·0
Shâhjahânpur	9	6	3	...	...	2	3	66·6
Cawnpore	11	1	10	...	2	1	10	9·0
Bánda	12	4	8	...	3	4	8	33·3
Allahabad	33	7	26	2	13	10	23	21·2
Mirzapur	12	3	9	...	5	2	8	25·0
Benares	74	5	69	34	35	43	68	6·7
Total ...	276	67	209	43	81	92	201	24·2
Oudh.								
Unao	6	2	4	...	2	1	4	33·3
Bara Banki	6	3	3	...	...	...	3	50·0
Sitapur	3	3	...	...	...	...	...	100·0
Hardoi	15	2	13	1	4	8	12	13·3
Lakhimpur	6	3	3	2	1	1	3	50·0
Fyzabad	26	8	18	8	6	1	15	30·7
Bahraich	7	3	4	1	4	1	4	42·8
Gonda	13	1	12	2	7	7	12	7·6
Rae Bareli	11	2	9	7	4	6	9	18·1
Sultanpur	10	...	10	2	3	5	10	...
Partabgarh	8	...	8	1	3	4	8	...
Total ...	111	27	84	24	34	34	80	24·3
GRAND TOTAL ...	387	94	293	67	115	126	281	24·2

SECONDARY INSTRUCTION.

Schools.	Number of boys examined.	Passed.	Failed.	Details of failure. English.	Second language.	History and Geography.	Elementary Mathematics.	Percentage of passed boys.
Government Middle Schools, North-Western Provinces.								
Saháranpur	5	...	5	...	1	...	5	...
Muzaffarnagar	7	3	4	1	3	1	4	42·8
Bulandshahr	8	7	1	...	1	1	1	87 5
Mainpuri	8	4	4	2	3	2	4	50·0
Etah	8	1	7	...	3	1	7	12·5
Bijnor	7	2	5	...	...	...	5	28 5
Budaun	15	4	11	4	9	7	9	26·6
Fatehpur	8	2	6	...	4	2	6	25·0
Hamírpur	3	...	3	...	...	1	3	...
Jaunpur	7	3	4	1	2	1	3	42·8
Jhánsi	3	1	2	...	...	2	2	33·3
Kálpi	5	1	4	2	...	1	4	20 0
Lalitpur	5	1	4	...	2	2	4	20·0
Total ...	89	29	60	10	28	21	57	32·5
Aided High Schools, North-Western Provinces.								
C. M. School, Dehra	2	...	2	...	2	...	2	...
C. M. School, Meerut	16	3	13	7	8	2	11	18·7
M. A. O. College, Aligarh	12	2	10	1	3	6	9	16·6
St. John's College, Agra	23	3	20	4	18	7	19	13·0
Victoria High School, Agra	10	3	7	2	1	1	6	30·0
A. M. School, Sháhjahánpur	6	...	6	1	3	2	6	...
Christ Church School, Cawnpore... ...	9	1	8	...	4	2	8	11·1
C M. School, Jaunpur	5	1	4	1	3	...	4	20·0
L. M. School, Mirzapur	11	...	11	8	8	6	10	...
Jaynarain's College, Benares	15	...	15	6	11	14	15	...
Bengali Tola Preparatory School, Benares ...	17	...	17	10	12	15	16	...
L. M. School, Benares	13	...	13	4	4	6	13	...
C M School, Azamgarh	6	2	4	1	1	2	4	33 3
German Mission School, Gházipur ...	21	1	20	10	13	13	20	4 7
Victoria School, Gházipur	14	1	13	2	4	3	12	7 1
C. M. School, Gorakhpur	12	2	10	4	4	5	10	16·6
L. M. School, Almora	14	6	8	2	2	3	8	42 8
Total ...	206	25	181	63	101	87	173	12·1
Aided High School, Oudh.								
Canning College, Lucknow	39	6	33	3	15	13	33	15·3
C M School, Raja-ka bazar, Lucknow ...	13	3	10	7	8	7	10	23 0
Aided School, Balrampur	4	...	4	2	4	3	4	...
Total ...	56	9	47	12	27	23	47	16·0
GRAND TOTAL ...	262	34	228	75	128	110	220	12·9
Aided Middle Schools, North-Western Provinces.								
Mission School, Saháranpur	18	2	16	4	7	12	15	11·1
Orman School, Roorkee	4	...	4	3	4	3	4	...
A. V. School, Háthras	7	...	7	4	1	5	7	...
Mufid-i-am School, Agra	5	1	4	2	3	2	4	20 0
Subscription School, Fatehgarh	2	1	1	...	1	...	1	50·0
Clay Mission School, Moradabad... ...	5	...	5	2	5	3	5	...
Subscription School, Colonelganj, Allahabad,	3	...	3	1	3	3	3	...
Gayanpur School, Mirzapur	3	1	2	1	1	2	2	33 3
Chashma-i-Rahmat School, Gházipur ...	3	...	3	2	1	...	3	...
Subscription School, Ballia	6	3	3	...	...	...	3	50·0
C. M. School, Basti	4	...	4	...	2	2	4	...
Mission School, Pauri	2	...	2	...	...	1	2	...
Total ...	62	8	54	19	28	33	53	12.9
Aided Middle Schools, Oudh.								
A M. School, Nakhas	4	1	3	3	2	...	3	25·0
Aided School, Mahmudabad, Sitapur ...	1	...	1	1	1	1	1	...
A. M. School, Khairabad, Sitapur ...	1	...	1	...	...	1	1	...
Total ...	6	1	5	4	3	2	5	16 6
GRAND TOTAL ...	68	9	59	23	31	35	58	13·2
Private Schools and Candidates, North-Western Provinces.								
Dehra Dún	4	1	3	...	1	2	3	25·0
Saháranpur	1	...	1	1	...	1	1	...
Meerut	7	...	7	5	2	5	6	...
Bulandshahr	1	...	1	1	...	1	1	...
Aligarh	2	1	1	...	...	...	1	50 0
Muttra	2	...	2	2	1	2	1	...
Agra	5	...	5	2	1	4	5	...
Farukhabad	2	...	2	...	2	2	2	...
Mainpuri	4	...	4	...	2	1	4	...
Etáwah	2	...	2	...	1	2	2	...
Etah	1	...	1	...	...	1	1	...
Budaun	4	...	4	...	1	2	4	...
Bareilly	8	2	6	1	5	2	6	25·0
Cawnpore	3	...	3	1	1	2	3	...
Bánda	1	...	1	...	...	...	1	...

Schools.	Number of boys examined	Passed.	Failed.	Details of failure.				Percentage of passed boys.
				English.	Second language.	History and geography.	Elementary mathematics.	
Private schools and candidates, North-Western Provinces—(concluded).								
Hamírpur	1	...	1	...	...	...	1	...
Allahabad...	9	...	9	6	8	5	8	...
Jaunpur	3	...	3	1	...	1	3	...
Gházipur	6	...	6	5	4	4	6	...
Ballia	1	...	1	1	1	1	1	...
Total ...	67	4	63	26	30	38	60	5·9
Private schools and candidates, Oudh.								
Fyzabad	3	1	2	...	1	2	2	33·3
Bahraich	5	1	4	1	3	1	4	20·0
Rae Bareli...	2	...	2	2	1	1	2	...
Total ...	10	2	8	3	5	4	8	20·0
GRAND TOTAL ..	77	6	71	29	35	42	68	7·7

53. These results are decidedly unsatisfactory. It must, however, be remembered that the standard is comparatively higher than that of the university entrance examination, a minimum of 40 marks in each group of subjects being required, instead of 25 in some subjects and 33⅓ in others, and that, this being the first general examination on paper, the candidates have had less practice in answering in writing. Due allowance must be made for these difficulties; but the main reason, as I said in my last report—"why there are so many failures in this examination, is, that in many schools both masters and students regard the university entrance examination as the only goal worthy of their serious thoughts, and will not exert themselves to teach or learn thoroughly the subjects of study in the vernacular." Success in the entrance examination is attended with more publicity and *éclat;* preparation for the really more important middle class examination is regarded as a hindrance of progress towards the goal, and is consequently neglected or gone through in a half-hearted way.

54. The failures are, as usual, chiefly in elementary mathematics. Some boys failed through mere ignorance of what they ought to know, and some through inability to express what they may have known. Definitions were inaccurate; only demonstrations of propositions were given without the constructions and enunciations; and many other signs of unsystematic and imperfect teaching were apparent. Many of the headmasters whose pupils have failed most conspicuously would throw the blame on the examiner, and say that his questions were too difficult and his judgment too severe. But the questions which some have pronounced too difficult have been answered correctly by students of other schools, and the whole paper—though perhaps a little too long—was not above the capacities of fairly intelligent and well-taught third class boys. The students of the following schools have done well in this examination, and I hope that their headmasters and the teachers who had special charge of the third class in each will, as opportunities offer, find that their good work and merits have not been overlooked: Meerut, Farukhabad, Etáwah, Sháhjahánpur, Bara Banki, Sitapur, Bulandshahr, and Mainpuri.

55. Mr. Nesfield, the Inspector of the Oudh division, undertook at my request the selection of examiners, and the general superintendence of the examination. His choice of examiners—three headmasters and two second masters of high schools—was, I think, a judicious one; and I have no reason to believe that their duties were not ably and conscientiously performed. All other arrangements were satisfactory, and the results of the examination were forwarded to me in good time. My thanks are due and are given to Mr. Nesfield and the examiners for the carefulness and promptitude with which they discharged the onerous duties which they cheerfully undertook.

56. The following is an abstract statement of the results of the middle class vernacular examination. It shows a total of 348 passed candidates against 357 in 1879, which, as there was a considerable increase in the number of candidates, is not a satisfactory result. In the North-Western Provinces the number of boys passed in the two years is about the same; but the percentage has fallen from 47 to 32. In Oudh the number passed has fallen from 37 to 29, and the percentage from 31 to 19. There are undoubtedly many schools in the North-Western Provinces, which—originally and properly primary schools—attempt to reach a standard which is too high for them. These schools will be reduced, and elementary instruction will probably improve without the infliction of any real loss on secondary instruction. Mr. Harrison, the Principal of the Muir Central College, superintended, as usual, this examination, which was carefully conducted by the same gentlemen as in the past year with the addition of Munshi Dál Chand, the headmaster of Muzaffarnagar school, for physical science. These officers have a laborious and delicate task to perform, and they deserve high credit for the way in which they have done their work.

SECONDARY INSTRUCTION.

Statements of A. or Government Schools Middle Class Vernacular Examination of 1880, N.-W. Provinces.

Division.	Number.	Districts.	Number of candidates in Urdu.			Number of candidates in Hindi.			Total number of candidates examined.	Number passed in—				Percentage passed.	Number failed in—				Total of failures.	Percentage of failures.	Total number of absentees.	Total number of candidates sent up.
			Musalman.	Hindu.	Total.	Musalman.	Hindu.	Total.		I.—Division.	II.—Division.	III.—Division.	Total.		Urdu language.	Hindi language.	History, Geography and Natural Science.	Mathematics.				
1st or Meerut.	1	Dehra Dún ...	...	2	2	...	...	...	2	...	...	...	...	...	...	...	1	2	3	50 0	...	2
	2	Saháranpur ...	15	13	28	...	...	...	28	1	1	1	3	10·7	18	...	12	22	52	61·9	2	30
	3	Muzaffarnagar,	3	20	23	..	...	...	23	...	4	4	8	34 7	10	...	14	11	35	50·7	7	30
	4	Meerut ...	3	12	15	1	3	4	19	2	4	2	8	42·1	6	2	1	4	13	22 8	2	21
	5	Bulandshahr ...	8	22	30	...	...	...	30	...	5	3	8	26·6	12	...	15	16	43	47 7	1	31
	6	Aligarh ...	3	9	12	...	42	42	54	...	12	10	22	40 7	9	4	12	26	51	31·1	3	57
		Total ...	32	78	110	1	45	46	156	3	26	20	49	31·4	55	6	55	81	197	42·0	15	171
2nd or Agra.	1	Muttra ...	...	1	1	1	34	35	36	1	8	6	15	41·6	...	2	9	21	32	29 6	1	37
	2	Agra ...	...	3	3	1	18	19	22	3	6	2	11	50 0	2	...	5	10	17	25·7	...	22
	3	Farukhabad ...	1	4	5	...	25	25	30	2	12	2	16	53 3	1	...	8	11	20	22·2	...	30
	4	Mainpuri ...	...	3	3	...	19	19	22	...	5	3	8	36·3	...	6	5	10	21	31 8	1	23
	5	Etáwah ...	...	...	...	...	44	44	44	4	12	4	20	45·4	...	...	16	14	30	22·7	2	46
	6	Etah ...	4	11	15	2	30	32	47	6	8	6	20	42·5	4	3	11	22	40	28·3	3	50
		Total ...	5	22	27	4	170	174	201	16	51	23	90	44·7	7	11	54	88	160	26·5	7	208
3rd or Rohilkhand.	1	Bijnor ...	31	13	44	...	...	..	44	2	7	5	14	32·8	16	...	7	20	43	32·5	3	47
	2	Moradabad ...	7	16	23	...	..	...	23	...	4	4	8	34·7	13	...	13	13	39	56·5	7	30
	3	Budaun ...	10	22	32	...	4	4	36	...	2	8	10	27·7	16	3	9	19	47	43·5	4	40
	4	Bareilly ...	4	22	26	...	...	...	26	...	2	3	5	19·2	14	...	15	17	46	58·9	...	26
	5	Sháhjahánpur,	...	2	2	1	...	1	3	...	...	...	...	...	2	1	2	1	6	66 6	3	6
	6	Pilibhít ...	4	14	18	...	2	2	20	...	...	...	...	...	14	2	19	16	51	85·0	2	22
		Total ...	56	89	145	1	6	7	152	2	15	20	37	24·3	75	6	65	86	232	50·8	19	171
4th or Allahabad.	1	Cawnpore ...	...	1	1	...	54	54	55	2	5	5	12	21·8	...	17	28	36	81	49·0	...	55
	2	Fatehpur ...	6	...	6	...	10	10	16	...	...	1	1	6·2	6	2	12	13	33	68·7	3	19
	3	Bánda ...	...	1	1	1	12	13	14	...	...	2	2	14 2	...	2	7	12	21	50·0	3	17
	4	Hamírpur ...	3	4	7	1	26	27	34	...	5	4	9	26·4	...	6	14	21	41	40·1	1	35
	5	Allahabad ...	11	4	15	1	9	10	25	...	2	5	7	28·0	6	3	10	16	35	46·6	...	25
	6	Jaunpur ...	2	9	11	...	11	11	22	1	8	4	13	59 0	4	1	7	4	16	24 2	1	23
		Total ...	22	19	41	3	122	125	166	3	20	21	44	26·5	16	31	78	102	227	45·5	8	174
5th or Benares.	1	Azamgarh ..	4	4	8	2	38	40	48	1	8	6	15	31·2	4	8	14	31	57	39·5	6	54
	2	Mirzapur ...	...	3	3	...	11	11	14	1	1	1	3	21·4	2	4	4	10	20	47 6	5	19
	3	Benares ...	...	3	3	...	23	23	26	4	4	6	14	53·8	2	4	2	9	17	21 7	6	32
	4	Gházipur ...	1	4	5	2	30	32	37	...	3	2	5	13·5	...	7	18	28	53	47·7	5	42
	5	Gorakhpur ...	16	4	20	1	46	47	67	1	4	12	17	25 3	3	17	33	22	75	37·3	29	96
	6	Basti ...	2	3	5	...	18	18	23	1	6	6	13	56·5	1	2	8	5	16	23·1	4	27
	7	Ballia ...	...	...	...	1	18	19	19	...	3	2	5	26·3	...	6	9	5	20	34·0	9	28
		Total ...	23	21	44	6	184	190	234	8	29	35	72	32·0	12	48	88	110	258	36·7	64	298
6th or Jhánsi.	1	Jhánsi ...	1	2	3	2	8	10	13	...	1	1	2	15·3	3	3	8	10	24	61 5	...	13
	2	Jalaun ...	...	...	...	...	9	9	9	...	3	3	6	66·6	...	...	2	1	3	11·1	...	9
	3	Lalitpur ...	...	...	...	...	..	.	...	...	...	...	...	...	...	...	...	..	...	...	...	...
		Total ...	1	2	3	2	17	19	22	...	4	4	8	36·3	3	3	10	11	27	40 9	...	22
7th or Kumaun.	1	Kumaun ...	...	...	...	...	5	5	5	...	...	...	...	...	..	2	3	5	10	66·6	...	5
	2	Garhwal ...	...	...	...	...	8	8	8	...	1	...	1	12·5	...	4	5	7	16	66 6	...	8
	3	Tarái ...	...	..	...	...	3	3	3	...	2	1	3	100·	...	...	...	...	...	...	...	3
		Total ...	...	..	...	...	16	16	16	...	3	1	4	25·0	...	6	8	12	26	53·2	...	16
		Grand Total of 1880.	139	231	370	17	560	577	947	32	148	124	304	32·1	168	111	358	490	1,127	39 6	113	1,060
		Grand Total of 1879.	74	154	228	13	411	424	652	67	164	74	305	46·7	63	88	88	292	531	27·9	269	921

* No candidate was sent up.

Statement of A. or Government Schools Middle Class Vernacular Examination of 1880, *Oudh Province.*

Division.	Number.	Districts.	Number of candidates in Urdu.			Number of candidates in Hindi.			Number of candidates examined.	Number passed in—				Percentage passed.	Number failed in—				Total of failures.	Percentage of failures.	Total of absentees.	Total number sent up.	Remarks.
			Musalman.	Hindu.	Total.	Musalman.	Hindu.	Total.		I.—Division.	II.—Division.	III.—Division.	Total.		Urdu language.	Hindi language.	History, Geography, and Natural Science.	Mathematics.					
LUCKNOW ...	1	Lucknow ...	9	9	18	...	1	1	19		2	1	3	15·8	7	...	13	15	35	61·4	1	20	
	2	Unao ...	3	9	12	...	2	2	14	...	1	2	3	21·4	1	...	7	9	17	40·4	5	19	
	3	Bara Banki ...	7	11	18	...	1	1	19	1	1	1	3	15·7	3	...	9	16	28	49·1	3	22	
		Total ...	19	29	48	...	4	4	52	1	4	4	9	17·3	11	...	29	40	80	51·2	9	61	
SITAPUR ...	1	Sitapur ...	1	11	12	...	2	2	14	...	1	1	2	14·2	4	...	10	12	26	61·9	5	19	
	2	Hardoi ...	2	...	2	...	...	...	2	...	...	...	...	...	...	...	...	2	2	33 3	...	2	
	3	Kheri ...	1	5	6	...	...	...	6	...	...	...	...	...	2	...	5	3	10	55 5	1	7	
		Total ...	4	16	20	...	2	2	22	...	1	1	2	9·0	6	...	15	17	38	57·5	6	28	
FYZABAD ...	1	Fyzabad ...	8	4	12	...	2	2	14	...	1	3	4	28·5	2	1	5	8	16	38·0	1	15	
	2	Bahraich ...	3	5	8	...	5	5	13	...	...	...	...	...	1	1	12	12	26	66·6	3	16	
	3	Gonda ...	1	17	18	...	1	1	19	...	...	4	4	21·0	9	1	9	14	33	57·6	...	19	
		Total ...	12	26	38	...	8	8	46		1	7	8	17 3	12	3	26	34	75	54·3	4	50	
RAE BARELI ...	1	Rae Bareli ...	1	9	10	...	1	1	11	1	1	2	4	36·6	3	...	3	6	12	36·3	...	11	
	2	Sultanpur ..	...	8	8	...	4	4	12	...	1	2	3	25 0	3	...	4	7	14	39·7	2	14	
	3	Partabgarh ..	7	5	12	...	1	1	13	...	2	1	3	23·0	6	...	9	10	25	64·1	...	13	
		Total ...	8	22	30	...	6	6	36	1	4	5	10	27·7	12	...	16	23	51	47 3	2	38	
		GRAND TOTAL OF 1880,	43	93	136	...	20	20	156	2	10	17	29	19 3	41	3	86	114	244	52·1	21	177	
		GRAND TOTAL OF 1879,	49	61	110	...	10	10	120	4	26	7	37	30·8	29	3	38	73	143	39·2	53	173	

Statements of B. or Aided and C. or Indigenous Schools Middle Class Vernacular Examination of 1880, North-Western Provinces and Oudh.

Division.	Number.	Districts.	Number of candidates in Urdu.			Number of candidates in Hindi.			Total number of candidates examined.	Number passed in—				Percentage passed.	Number failed in—				Total of failures.	Percentage of failures.	Total number of absentees.	Total number of candidates sent up.	Remarks.
			Musalman.	Hindu.	Total.	Musalman.	Hindu.	Total.		I.—Division.	II.—Division.	III.—Division.	Total.		Urdu language.	Hindi language.	History, Geography, and Natural Science	Mathematics.					
		B.																					
Meerut ...	1	Saháranpur	2	14	16	...	...	...	16	...	...	...	...	...	15	...	15	10	40	83·3	4	20	
	2	Bijnor	4	1	5	...	...	...	5	...	2	1	3	40·0	1	...	1	2	4	33·1	...	5	
Benares ...	1	Benares	1	2	3	...	...	...	3	...	...	...	...	...	2	...	2	3	7	77·7	...	3	
	2	Gorakhpur	5	1	6	...	5	5	11	...	...	...	...	...	2	2	9	11	24	72·7	...	11	
	3	Basti	...	...	...	...	2	2	2	...	...	...	...	...	...	1	2	2	5	83·3	...	2	
	4	Ballia	1	3	4	...	2	2	6	...	...	...	...	...	1	...	1	1	3	16·6	...	6	
	5	Gházipur	4	3	7	...	...	...	7	...	...	2	2	28·5	8	...	5	5	13	61·8	...	7	
Kumaun ...	1	Garhwál	...	...	...	...	1	1	1	...	...	...	...	...	...	...	1	1	2	66·6	...	1	
Oudh ...	1	Lucknow	1	1	2	...	3	3	5	...	...	...	...	...	1	1	5	5	12	80·0	4	9	
		Total ...	18	25	43	...	13	13	56	...	2	3	5	8·9	25	4	41	40	110	65·2	8	64	
		C.																					
Meerut ...	1	Saháranpur	1	...	1	...	...	...	1	...	...	...	...	...	...	...	...	1	1	33·3	...	1	
	2	Muzaffarnagar ...	...	2	2	...	...	...	2	...	...	1	1	50·0	...	...	...	1	1	16·6	1	3	
	3	Meerut	1	1	2	...	...	...	2	1	...	...	1	50·0	1	...	...	1	2	33·3	2	4	
	4	Bulandshahr	2	3	5	...	...	...	5	...	...	...	...	...	5	...	4	4	13	86·6	2	7	
Agra ...	1	Farukhabad	...	2	2	...	...	...	2	...	...	...	...	...	...	...	2	2	4	66·6	2	4	
	2	Mainpuri	1	2	3	...	1	1	4	...	...	...	...	...	3	1	4	4	12	100·	6	10	
	3	Etáwah	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	
	4	Etah	...	1	1	...	...	...	1	...	...	...	...	...	...	...	1	1	2	66·6	...	1	
Rohilkhand	1	Bijnor	1	2	3	...	...	...	3	1	...	...	1	33·3	1	...	1	2	4	44·4	1	4	
	2	Budaun	7	1	8	...	...	...	8	...	1	1	2	25·0	3	...	6	6	15	50·0	2	10	
Allahabad	1	Fatehpur	...	3	3	...	...	...	3	...	...	...	...	...	3	...	3	2	8	88·8	2	5	
	2	Allahabad	2	...	2	...	...	...	2	...	...	1	1	50·0	...	...	1	1	2	33·3	...	2	
Benares ...	1	Azamgarh	...	1	1	...	...	...	1	...	...	...	...	...	...	...	1	1	2	66·6	...	1	
Jhánsi ...	1	Jháusi	1	1	2	...	1	1	3	...	...	1	1	33·3	1	...	2	2	5	41·6	6	9	
	2	Jalaun	2	3	5	...	3	3	8	...	1	...	1	12·5	2	3	6	4	15	62·5	...	8	
Oudh ...	1	Unao	...	1	1	...	...	...	1	...	...	...	...		1	...	1	1	3	100·	...	1	
	2	Fyzabad	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	
	3	Bahraich	1	1	2	...	...	...	2	1	1	...	2	100·	...	...	...	...	...	...	2	4	
	4	Sultanpur	1	...	1	...	...	...	1	...	...	...	...	...	...	...	1	1	2	66·6	...	1	
	5	Partabgarh	...	2	2	...	...	...	2	...	...	...	...	...	2	...	2	2	6	100·	2	4	
	6	Ditto (Teacher) ...	...	1	1	...	...	...	1	...	...	...	...	...	...	...	1	1	2	66·6	...	1	
		Total ...	20	27	47	...	5	5	52	3	3	4	10	19·2	22	4	36	37	99	63·4	30	82	
		Grand Total of 1880...	38	52	90	...	18	18	108	3	5	7	15	13·9	47	8	77	77	209	64·5	38	146	
		Grand Total of 1879...	19	25	44	...	13		57	1	7	7	15	26·3	22	5	21	35	83	48·5	11	72+4=76	

Abstract Statement of the Middle Class Vernacular Examination of 1880, North-Western Provinces and Oudh.

Schools.	North-Western Provinces.																								Oudh Province.															Grand Total.		
	1st or Meerut Division.			2nd or Agra Division.			3rd or Rohilkhand Division.			4th or Allahabad Division.			5th or Benares Division.			6th or Jhánsi Division.			7th or Kumaun Division.			Total.			1st or Lucknow Division.			2nd or Sitapur Division.			3rd or Fyzabad Division.			4th or Rae Bareli Division.			Total.					
	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.
Tahsili ...	18	92	28	32	119	57	22	83	25	28	93	32	20	76	35	7	14	6	8	11	1	135	488	182	15	52	9	8	22	2	7	46	8	5	36	10	35	156	29	170	644	211
Halkabandi ...	14	37	11	29	54	19	23	50	9	28	51	9	56	110	29	3	5	2	3	5	3	156	312	82	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	156	312	82
Pargana ...	11	27	10	7	17	9	5	13	2	10	22	3	11	30	6	1	3	...	...	...	...	45	112	32	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	45	112	32
Inferior Zila ...	...	...	...	3	11	5	2	6	1	...	...	...	2	18	2	...	...	...	...	...	...	7	35	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7	35	8
Anglo-Vernacular.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	43	156	49	71	201	90	52	152	37	66	166	44	89	234	72	11	22	8	11	16	4	343	947	304	15	52	9	8	22	2	7	46	8	5	36	10	35	156	29	378	1,103	333
B or Aided ...	1	16	...	...	...	...	1	5	3	...	...	...	4	29	2	...	...	...	1	1	...	7	51	5	1	5	...	...	...	...	...	...	...	...	...	...	1	5	...	8	56	5
C or Indigenous,	4	11	2	3	6	...	2	11	3	2	5	1	1	1	...	2	1	2	...	...	...	14	45	5	1	1	...	...	...	...	1	2	2	2	3	...	4	6	2	18	51	10
Teachers ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...	1	1	...	1	1	...
Total ...	5	27	2	3		...	3	16	6	2	5	1	5	30	2	2	11	2	1	1	...	21	96	18	2	6	...	...	...	...	1	2	2	3	4	...	6	12	2	27	108	15
Grand Total of 1880.	48	183	51	74	207	90	55	168	43	68	171	45	94	264	74	13	33	10	12	17	4	364	1,043	317	17	58	9	8	22	2	8	48	10	8	40	10	41	168	31	405	1,211	348
Grand Total of 1879.	36	101	37	62	149	105	38	121	50	45	69	27	82	197	55	14	31	5	8	10	..	281	700	319	12	50	17	8	18	5	7	40	7	5	21	9	32	129	38	313	829	357

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57. The following remarks on the condition of high and middle schools, arranged in the order of the divisions in which they are situated, are taken from the reports of the inspectors and other controlling officers.

MEERUT DIVISION.

High Schools.

58. The Inspector says:—

"These are Government and aided schools, teaching up to the university entrance standard. The two Government zila schools of Meerut and Aligarh sent up 15 candidates and passed six, three in the 1st division and three in the 2nd. Last year they sent up 10 and passed three, but none in the 1st division. The three aided schools which competed with them are the Muhammadan Anglo-oriental College, Aligarh, St. George's College, Mussoorie, and the Mission School, Meerut. These sent up 26 candidates and passed 23, of whom nine were placed in the 1st division and 14 in the 2nd. Last year they sent up 18 and passed nine, none appearing in the 1st division. St. George's College is for Christians only; its high school classes number 26 students, and the average cost of their education is Rs. 590 per boy per annum. The two other aided schools are for natives of the country, and may be compared with the two Government schools. The aggregate roll of the 1st and 2nd or high school classes, in the Government and in the aided schools, is about equal, or 45 and 44 respectively. The quality of the teaching, judged by the results above given, is in favour of the Government schools. And so is the cost of education. In the two aided schools it is Rs. 326 per head per annum; in the two Government schools it is Rs. 171.

59. "In their combined capacity of high, middle, and primary schools, the two zila schools of Meerut and Aligarh, on the whole, compare favourably with last year. Their registers show an aggregate roll of 509 pupils on 31st March, which marks an increase of 26 pupils. The fees realized were Rs. 2,283, or Rs. 11 more. The entrance examination results, as already shown, were far more satisfactory. The middle class examination gives 35 per cent. passed against 34 last year, and the primary school examination 52 per cent. against 51.

The following are detailed particulars of each Government and aided high school in its combined capacity.

Meerut Zila School.—On inspecting this school I found 223 boys present out of a roll of 266, of whom 219 were Hindus and 47 Muhammadans. The attendance during the year had been satisfactory, being over 80 per cent. in each of the divisions of the school—high, middle, and primary. The year's tuitional results are the following,—Eight students went up for the entrance examination and three passed, two in the 1st division and one in the 2nd. For the middle class examination 12 went up and seven passed, four gaining scholarships. For the upper primary school examination 17 boys came up and 13 passed; for the lower, 21 and 14 passed. The school is doing good work, and ranks as the best zila school in this division. The boarding-house had 30 inmates, and I was glad to see that a suitable dwelling-house was in course of construction for the Superintendent.

Aligarh Zila School.—Notwithstanding the competition of the Muhammadan Anglo-oriental College, this school holds its own. I found 189 boys present out of a roll of 236, made up of 207 Hindus, 22 Muhammadans, five Christians, and two Parsees. The average daily attendance had been up to the standard of efficiency in all three divisions of the school—high, middle, and primary, and the roll marked an increase of 11 pupils as compared with last year. The educational results doubtless would have been better, but for the absence on deputation of the permanent headmaster, Mr. Kennedy. Seven boys went up for the entrance examination and three passed, one in the 1st division and two in the 2nd. In the middle class examination there was a break-down, for although 22 went up only two passed. All passed in English, but 19 failed in mathematics only. English is very fairly taught in the school, and so is the vernacular; but its arithmetic is not up to the mark, and the results of the middle class examination are conclusive on the point. The boarding-house had 60 boarders on its roll against 50 last year.

Muhammadan Anglo-oriental College, Aligarh.—The increasing popularity and success of this institution are very marked. Its combined college and school classes numbered on 31st March 248 students, or 77 more than last year, and comprised 65 Hindus, 182 Muhammadans, and one Christian. The college and school are each subdivided into Anglo-oriental and oriental classes, but the latter number altogether only 14 students. The Anglo-oriental high school alone contained 206 boys in its high, middle, and primary classes, and its success as well as that of the college in the university examinations is very creditable. The college for the first time sent up eight candidates for the F. A. examination and passed five. The school sent up 13 for the entrance and passed all—four in the 1st division and nine in the 2nd. The results of the middle class Anglo-vernacular examination are unsatisfactory—12 candidates went up and only two passed. Ten out of 13, however, passed the upper primary school examination.

Mission School, Meerut.—The roll on the day of inspection was 258 in all. Of these, 129 were Hindus, 102 Muhammadans, and 27 Christians. The large proportion of Muhammadans at this school is a remarkable fact. The Government zila school does

not show half the number. The average daily attendance had been satisfactory, and the tuitional results satisfactory in all but the middle school. The high school sent up five candidates for the entrance examination and passed all—one in the 1st division and four in the 2nd. The middle school sent up 16 and passed only three. In the primary school eight out of nine passed by the higher standard, and nine out of 13 by the lower. The school is well-conducted and its merits acknowledged.

St. George's College, Mussoorie.—Mr. Constable saw this school in September last. I glean the following from his report:—"The roll consisted of 85 boys in five classes. Of the seven students in the first class, four would go up next year for the 1st department of Roorkee, one is going up in January for the 2nd department, and the remaining two are trying for the survey department and police respectively. Of the second class six will probably go up for the university entrance examination, and from what I have seen I think the results will be creditable." It will be seen that eight candidates went up and five passed, four in the 1st division and one in the second.

Dehra Mission School for Boys.—I saw this school in February. The roll (138) showed an increase of 14 pupils in the year, and was made up of 120 Hindus, nine Muhammadans, and nine Christians. The average daily attendance had been satisfactory, but the tuitional status of the school had not improved. No boy had gone up for the university entrance examination; two went up for the middle class Anglo-vernacular and both failed, 11 came up for the upper primary school examination and six passed, and 12 for the lower primary and three passed.

Dehra Mission School for Girls.—This institution is under the management of the Rev. Mr. Herron and two lady assistants, and is essentially a boarding-school for Native Christian girls, of whom I found 108 present out of a roll of 134. As my visit was paid before the winter vacation had quite run out, it will account for the absentees. The principal, assistants, and pupils all live under the same roof, and share the enjoyments of health and comfort in one of the most perfect homes I have seen. Education in its highest sense is the object aimed at, but the importance attached to the domestic arts gives it a more definite and practical aim. The school proper, I think, aims too high. In 1876, it is true, a girl passed the university entrance examination, and there is still an entrance class, but the class next below it, of six girls present, was barely able to pass the upper primary school test. So that the missing links in the chain of classification are classes second to fifth inclusive. I think therefore the school should be content, for some time at least, to aim low and hit the mark. Five girls out of nine also passed the lower primary school test. As the Rev. Mr. Herron kindly agreed to remodel the classification as I proposed, I have no doubt the school will yet rise to the position to which it aspires.

Woodstock Girls School, Mussoorie.—Mr. Constable saw this school last September. Mrs. Scott, the principal, is aided by six lady assistants. There were five classes, numbering 81 pupils. English had been well-taught and so had music. Their arithmetic, too, was good. In French the girls were little more than beginners. The study of physiology had been superseded by botany. There had been very little sickness during the session.

Saháranpur Mission School.—This school is under the superintendence of the Rev. Mr. Calderwood, and has been raised to the status of a high school. As such, however, it is not at present aided, being aided only as a middle school. The roll number was 199 when I saw it, and the number of boys present was 156. Three candidates had appeared at the university entrance examination and all passed, one in the 2nd and two in the 3rd division. The middle class candidates here as elsewhere in aided schools were unfortunate—18 went up and only two passed. Eight boys out of nine passed the upper primary, and 11 out of 13 the lower primary school examination. The school is very popular and evidently meets a want.

60. *Middle Schools (English).*—These are the middle departments of the high schools above noticed, and the first three classes of the zila schools of Bulandshahr, Muzaffarnagar, and Saháranpur, of the municipal school of Atrauli, and of aided middle schools. In the middle class Anglo-vernacular examination, Government schools pass 36 per cent., aided schools 12 per cent. The corresponding figures for last year are 35 and 19 per cent. respectively. So that if, as regards tuitional results, Government schools are stationary, aided schools are not looking up. And yet the average cost of education in the latter is Rs. 60 and in the former Rs. 49 per head per annum. As combined middle and primary schools, I may add that the zila schools of Bulandshahr, Muzaffarnagar, and Saháranpur show on 31st March a roll of 338 scholars, or 72 more than last year, and their aggregate fees, (Rs. 945) mark a corresponding increase of Rs. 138. The middle departments of high schools having been already noticed, I extract the following from my reports on middle schools.

Bulandshahr Zila School.—The average daily attendance showed well. The roll itself had risen from 78 last to 114 scholars this year. In passing seven out of eight boys in the middle class Anglo-vernacular examination, the school has done better than every other zila school in this division. The middle classes generally had been carefully taught. For the upper primary school examination ten boys came up and nine passed;

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for the lower primary nine, and five passed. But as the deficiency was only in arithmetic, I allowed the promotions to stand. The new boarding-house was clean and comfortable, and the number of inmates 25—all present. The condition of this school reflects credit on the headmaster, Lala Bishambar Nath, and his staff.

Muzaffarnagar Zila School.—The attendance had been satisfactory, and the roll (94) showed an increase of 30 pupils in the year. The teaching was better than at the corresponding school at Saháranpur. Seven boys went up for the middle class examination and three passed. Five went up for the Roorkee entrance examination (lower subordinate grade) and all passed. Five out of eight examined passed the upper primary and eight out of ten the lower primary school examination. The boarding-house is not the best of its kind, being a native building, but it looked clean and contained 34 boarders. The headmaster, Munshi Dál Chand, takes every interest in his work.

Saháranpur Zila School.—The roll attendance here exceeds that of either Bulandshahr or Muzaffarnagar, being 132 on 31st March. But tuitionally this is the least advanced of our zila schools. Five boys went up for the middle class examination and none passed—all failed in mathematics. Ten out of 15 passed the upper primary and 13 out of 18 the lower primary school examination. As regards the classes generally, their reading and pronunciation require to be improved, and in the primary classes arithmetic and vernacular dictation as well. Both the school and boarding-house are fine buildings. The number of boarders present was 22 out of 25 on the roll.

Atrauli (Municipal).—This school, which is in the Aligarh district, is the only municipal school in this division that can be allowed to rank as a middle school. It had a roll of 45 boys on the day of my visit and 22 were present, and I was well pleased with the school. Two boys went up for the middle class examination and one passed. Three out of four passed the upper primary, and one out of three the lower primary school examination.

Orman School, Roorkee.—The total number of boys in this school, English and oriental departments combined, was, on the day I saw it, 176, of whom 93 were in the English school. The total roll showed an increase of 48 pupils, so there is no reason to doubt the popularity of the school. But the results are hardly in keeping. Four students went up for the middle class examination and all failed. Six came up for the upper primary school examination and one passed; 16 for the lower primary and five passed The results of the Roorkee College class were not out, but judging from my own estimate of the oriental department, the teaching here is more efficient than in the English school.

Subscription School, Háthras.—This school occupies a finer building than most of our zila schools. Its roll is more than that of the Muzaffarnagar zila school, or 101 against 94, taking the figures as they stood on the day of inspection. It is aided as a middle school, and expected to prepare boys for the middle class Anglo-vernacular examination, and so, practically, it stands in place of a second zila school in one and the same district. It is a pity though, when the tuitional staff was copied from that of an inferior zila school, the salaries were not more closely followed.

For the last two years it has sent up candidates for the middle class examination without passing any. And the condition of the primary school is not what it should be. Five boys out of 15 passed the upper primary, and two out of 12 the lower primary school examination.

61. *Middle Schools (Vernacular).*—These are the 1st and 2nd classes of tahsíli, pargana, and halkabandi schools. They numbered on 31st March 56 schools with 415 scholars, against 56 schools and 433 scholars the year before. Of the 56 schools 37 are tahsíli and pargana, and 19 are halkabandi. With reference to para. 8 of the Government Review of the last Educational Report, it is my opinion that of the 19 middle halkabandi schools only 11 should be allowed to continue as such, and that the remaining eight should revert to the status of primary schools. For the middle class vernacular examination, which after all is the true standard for measuring the efficiency of one division with another, and of district with district, 43 out of the 56 schools sent up 156 candidates and passed 49; the percentage of passed being 31 against 36 last year. The districts of this division take precedence thus—Meerut 1st, Aligarh 2nd, Muzaffarnagar 3rd, Bulandshahr 4th, Saháranpur 5th, Dehra 6th. Among tahsili schools the following deserve special mention: Koel (Aligarh), which sent up 15 candidates and passed seven; Meerut, which sent up ten and passed five; and Bulandshahr which sent up ten and passed four. Among pargana schools Khatauli (Muzaffarnagar) passed three out of four. And among halkabandi schools Daryapur (Aligarh) sent up four candidates and passed all. Detailed inspection reports of all middle vernacular schools have been sent to the Secretaries of Educational Committees."

AGRA DIVISION.

62. Of the Agra College School Mr. Deighton, the principal, says:—"The school department is full to overflowing, and the upper classes are improving in character. The head master—and I believe he has with him most of the headmasters in these provinces—complains that the effect of the Anglo-vernacular

examination, through which the higher classes have to pass, is to hinder the success of candidates at the entrance examination of the Calcutta university. From his point of view he is probably right, and if the school department existed solely for the purpose of training boys for a further education in the college, there might be no adequate object in demanding that part of their knowledge should be acquired through the vernacular. But while so very small a proportion of the boys in the school go beyond matriculation, the hindrance put in their way by the Anglo-vernacular examination need not be regarded as an obstacle to be removed."

63. The following remarks are taken from the report of Mr. Phillips, the Officiating Inspector, on the high and middle schools of the division, excluding the Government College school:—"In the entrance examination the Government high schools have passed 12 out of 21 candidates against seven out of 13 last year, and the aided schools eight out of 12 against 9 out of 22. In the middle class Anglo-vernacular examination, Government schools have passed 26 out of 54 against 19 out of 41 last year, and aided schools eight out of 40 against 12 out of 36. In the middle class vernacular examination, the Agra Division still keeps its place as first in the provinces though passing a somewhat smaller number and with a smaller percentage of successful candidates, 90 having passed out of 199 against 103 out of 148 last year. The lower results are to be attributed rather to the effects of the previous year's sickness than to lax work.

Etáwah.—Successful in the entrance and other examinations, the pupils carefully classified and judiciously promoted: the fee-receipts, number of students and of boarders increased. The school is in every respect an excellent one.

Muttra.—The Inspector examined the school in October, and considered that the classes were composed of very fair material. The school was successful in the entrance and middle class examinations, and shows a very considerable increase in the number of students and boarders and in fee-receipts. The school is doing very well.

Farukhabad.—This school also is prosperous. It was successful in the examinations, and its numbers and fee-income have increased.

Aided High Schools.—These schools continue to be efficient.

St. John's College.—Successful in the entrance examination, failed in the departmental test in which it passed only three out of 23 candidates. On the whole, the school is a good one—beyond comparison the best of the aided schools in the division, and well deserves the grant-in-aid which it receives.

St. Peter's College.—Passed three out of four candidates for the entrance examination—all in the 2nd division. The second language here being Latin, the teaching in the middle class cannot be gauged by a common test; but a careful examination satisfied the Inspector that in all other points it is fairly up to the standard requirements.

Victoria School.—Sent up only one candidate for the entrance examination, and he passed only in the 3rd division. In the middle class examination three out of ten candidates passed. The Inspector was on the whole satisfied with the tuitional state of the school, but its financial condition appears to be in some respects unsound.

MIDDLE SCHOOLS (ENGLISH).

64. These are the middle departments of the high schools already noticed, and the 1st classes of the zila schools of Etah and Mainpuri and of aided middle schools. In the middle class Anglo-vernacular examination the Government schools have passed seven more than last year, and with a higher percentage of successful candidates. The failures are still chiefly in elementary mathematics. The students of St. John's College failed also in the 2nd language, and at the *Mufid-i-Amm* the teaching was generally bad.

Etah.—This school almost completely broke down in the middle class examination, passing only one out of eight boys sent up. The headmaster says:—"The failure, which has been unprecedented since my connection with the school, is beyond my comprehension," and it must be admitted that Munshi Chura Mull's teaching has in general been good, and his success in the middle class examination in previous years has been very satisfactory. The results of the Inspector's examination of the school in February last were satisfactory. The number on the roll and the fee-income have increased.

Mainpuri.—Sent up eight candidates for the middle class examination and passed four, an unusually good result for this school, in which the teaching, though generally good up to the 2nd class inclusive, was found to fall off in the 1st class, the only class taught by the headmaster himself. In the interests of the larger school at Mainpuri, and for other reasons, an exchange of appointments between the headmasters of Mainpuri and Etah has lately been sanctioned. The number on the roll has slightly fallen off.

The middle departments of *St. John's*, *St. Peter's*, and the *Victoria High School* have been noticed under the head of "high schools."

Mufid-i-Amm School.—The classes below the first have been very fairly taught, but the first class, under the headmaster himself, has never done well; and warnings having failed to make him careful in his work, the managing committee has dismissed him, and reduced the school to an upper primary.

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Fatehgarh Committee School.—Last year this school sent up five candidates for the middle class examination and passed two. This year it sent up two and passed one, and, unless increased pains be taken with the teaching, it seems unlikely that the results of the next examination will be more satisfactory. English is sufficiently well taught down to the third class, and the teaching in history and geography is also good, but the same care has not been given to mathematics and the second language. Of the five boys now in the first class two are quite unfit for it.

St. Paul's Orphanage (Boys').—Good discipline, which is a marked feature in St. Peter's College, is also carefully maintained here, and the boys have a tidy, healthy look. The teaching also seems to receive careful attention. By a test somewhat lower than that applied to the corresponding division in St. Peter's all the boys but one in the middle classes have passed. Taking into account the average capacity of the boys thrown upon the orphanage with often a previously neglected training, the standard reached is very satisfactory.

St. Patrick's Orphanage (Girls').—The girls look tidy, healthy, and happy, and their general training has been well attended to. The results of the Inspector's examination were in all respects most satisfactory. Some years ago the European orphanage contained a large proportion of soldiers' children, for whom a separate capitation allowance was paid by the Government; but there are now only a few such children, the rest being for the most part destitute, and consequently the maintenance of these institutions becomes year by year more difficult.

65. *Middle Schools (Vernacular).*—The number of these schools, comprising the first and second classes of tahsíli, pargana, halkabandi, and municipal schools, was 101 last year, with a roll of 376 pupils. It is this year 119 with 516 pupils. Ninety pupils passed the middle class vernacular examination out of 199 candidates—a percentage of 44 against 69 last year. The schools deserving special mention for their success in this examination are—Farukhabad tahsíli school, which passed all its four candidates; Firozabad, which passed four out of seven; Lakhna, which passed all its four candidates; Etah, which passed six out of eight; Kásganj, which passed seven out of 15; and the Muttra zila branch school which sent up five and passed four. The following are the tabulated results:—

Districts.	*Tahsíli and pargana.*			*Halkabandi.*			*Branch and municipal.*			*Total.*			Percentage passed.
	Number of schools sending up candidates.	Number of candidates.	Number passed.	Schools.	Candidates.	Passed.	Schools.	Candidates.	Passed.	Schools.	Candidates.	Passed.	
Muttra	8	18	7	6	13	4	1	5	4	15	36	15	41·6
Agra	5	20	11	1	2	...	...	...	...	6	22	11	50·0
Etáwah	5	19	10	9	21	9	1	4	1	15	44	20	45·4
Etah	6	37	17	5	10	3	...	...	..	11	47	20	42·5
Mainpuri	5	15	5	5	5	3	...	...	...	10	20	8	36·3
Farukhabad	9	25	15	5	5	1	...	...	...	14	30	16	53·3
Total ...	38	134	65	31	56	20	2	9	5	71	199	90	44·7
1879-80	34	102	73	25	40	25	2	6	5	61	148	103	69·5

66. The Agra Inspector's report does not enter fully into details. Mr. Phillips, who assumed charge of the office in November last, was relieved by Mr. Lloyd on the 8th of May, and as it was necessary that the report should be submitted by him before making over charge, there was no time for him to notice the less important particulars which usually find a place in an Inspector's review of the operations and results of the year.

ROHILKHAND DIVISION.

67. Mr. Kennedy, M.A., who was appointed to officiate as headmaster of the Bareilly high school, in November last, during the deputation of Mr. Phillips to the Agra Inspectorship, reports to the following effect:—The most important event in the history of the school has been the establishment, as an experiment, of a First Arts class, chiefly through the exertions of the late Lala Lachmi Narain, who was for a long time indefatigable in his attempts to get his fellow-countrymen to endow a college in Bareilly. The class consists of 13 students, none of whom receive Government scholarships; it gives higher instruction to some six or seven young men who would not have gone to a distant college; it gives increased vitality to the whole school; and it has already very considerably increased the fee-income, which this year is much larger than it has ever been since the abolition of the college.

There were 239 students on the roll of the upper school on the 31st of March last as compared with 193 last year, the numbers having increased in all the classes except the fifth, to which fewer promotions than usual have been made. In the lower school the number is 113 against 116 of the previous year.

The number of boarders has risen from 70 to 89, a greater number than any reached since the abolition of the college. This increase is the more gratifying, inasmuch as the boarders are, as a rule, the most diligent and successful of the students. The Superintendent, M. Sadánand, is as painstaking and popular as ever. The cricket club—the majority of the players being boarders—is flourishing. Two matches were played during the year—one with the eleven of the Muhammadan Anglo-oriental College, Aligarh, and one with a company of the 51st Regiment. The work of most of the teachers has been satisfactory. On the whole, the school is, as it ought to be, one of the very best in the United Provinces.

In the entrance examination 19 students passed, three of whom were placed in the 1st division. In the middle class Anglo-vernacular examination only three out of 24 candidates passed. All the 21 failed in mathematics, and many of them in the second language or in history, and geography also. The papers in mathematics appear to have been very strictly marked, and the chief reason of the failure seems to be that students have to write their answers in Urdu or Hindi.

The examination results in the lower and branch schools were satisfactory.

Kunwar Shyam Singh, brother of the Raja of Tájpur, who studied in the school for a year, has been appointed a probationer in the Native Civil Service. M. Govind Prasad, M.A., a former student, who completed his education at the Muir College, has been appointed Professor of Mathematics at Aligarh. One student has been appointed treasury clerk at Sirmour, and others have entered the public service in humbler capacities.

68. The following remarks on the high and middle schools of the division are taken from the Inspector's report:—

"The only institutions under my control which send up candidates for the university entrance examination are the Government high schools of Moradabad and Sháhjahánpur and the unaided mission high school of Bareilly. As regards the Government schools the results may be considered satisfactory, and are certainly an improvement over those of last year, when the two schools between them passed only 4 out of 14 candidates. This year the number of examinees was nine, and all but one were successful. Two passed in the 1st, five in the 2nd, and one in the 3rd division. The Sháhjahánpur school, for the first time, has gained the coveted distinction of passing all its candidates, two of them being placed in the 1st division.

The Moradabad School was unfortunate in losing a very promising candidate, who, owing to continued ill-health, was compelled to leave the school a month before the examination took place. The following are detailed particulars regarding each of the two high schools:—

Moradabad.—The year closed with 29 students in the 1st and 2nd classes, showing a decrease of one as compared with last year. The names of five boys were sent up for the entrance examination, but one boy fell sick and was unable to put in an appearance. Of the four who were examined, two passed in the 2nd and one in the 3rd division. The 2nd or preparatory entrance class did not do well in the examination held locally. This class was at first a very full one, beginning the year with 22 on its roll, but owing to sickness and other causes this number gradually declined and by November it fell to 14. Eight boys were promoted to the 1st class, which is this year the largest entrance class Mr. Bonnaud has ever had.

Sháhjahánpur.—At the beginning of the year there were 15 boys on the roll, 10 of whom were in the entrance class. Of these, four withdrew before the end of the 1st session, either obtaining employment or going in search of it, and by November the strength of the class was reduced by one-half. Fortunately for Mr. Williams, he retained the *good half* of the class. The five who remained went up for the matriculation examination and all passed, two in the 1st and three in the 2nd division. The former, having received scholarships, have joined the Canning College at Lucknow. The 2nd class was a poor one, both in number and material. Four boys were promoted to the 1st class, but one of these has already left, so that there are only three at present preparing for the next entrance examination. The new 2nd class has seven on its roll, making a total of 10 for the department as against 14 last year. The weakness of these upper classes in respect of numbers is to be regretted, as it does not promise well for the success of the school this year. It was hoped that the entrance class would be recruited from other sources, but this hope has not been realized. Mr. Williams writes: "Scarcely any boys come in from the neighbouring stations, so that we must entirely depend upon our middle school for increased numbers in our senior classes. Of this, I am glad to say, there is every prospect in future."

Middle English schools.—These are the middle departments of the high schools, the Budaun and Bijnor schools, the aided Mission schools of Moradabad and Sháhjahánpur, and the unaided Mission school of Budaun. The Pilibhít school and the Bareilly girls' orphanage also take rank as middle schools, and will, I trust, furnish candidates for the next departmental examination.

Anglo-vernacular examination.—The results of the Anglo-vernacular examination are by no means so satisfactory as those of the previous year. Of the 38 candidates sent up by the four Government schools, only 14 passed, of 11 candidates from the aided

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schools all failed; and of 12 belonging to private schools only two passed. Last year the numbers of passed boys were for Government schools 18, for aided schools none, for unaided schools three. The failures were chiefly in mathematics. The Sháhjahánpur school this year stands first in the division, its percentage of passed boys to examinees being over 66. Moradabad and Bijnor follow with a percentage of 28, and Budaun comes next with one of 26.

The Bareilly mission high school (unaided) passes 25 per cent. of its candidates.

As regards the Government schools, then, I observe that Sháhjahánpur has done better, Bijnor somewhat worse, and Moradabad and Budaun neither better nor worse than last year.

The aided mission schools have again failed to achieve any success.

Government middle English schools.—On the last day of the official year there were 209 pupils on the united rolls of the four Government schools as against 197 in the previous year. The numbers are for Moradabad 74, for Sháhjahánpur 42, Budaun 46, and Bijnor 47.

It is the last-named school that mainly contributes towards the increase. A few details regarding each school are given below:—

Moradabad.—For the middle class examination there were seven candidates, two of whom passed. This result, though better than that of last year, cannot be accepted as satisfactory. The failures were chiefly in mathematics, all the candidates having passed in English as well as in the second language. Referring to the results, Mr. Bonnaud writes:—"I have always found the boys promoted from the 3rd class lamentably deficient in this branch of study (mathematics). Their manner of working out examples is unmethodical and slovenly in the extreme, and it is no uncommon thing for boys to lose themselves in a wilderness of figures that grows larger at each step they take, and that must be very perplexing to an examiner. I have this year made over the class in this subject to M. Bhagwan Dás, our second master, in full confidence that he will adopt a more sensible method of instruction and do real justice to the boys." The 4th and 5th classes had 18 and 28 names on their respective rolls at the end of November. Nine boys from the former and 16 from the latter class were considered fit for promotion.

Sháhjáhanpur.—There were at the close of the year 42 pupils on the roll, or one more than last year. Of the nine candidates sent up for the middle class examination, six passed, one of them being placed high enough to entitle him to a Government scholarship. The percentage of passed boys is decidedly high, and the results of this examination taken in connection with those of the entrance prove that Mr. Williams was not less mindful of the interests of his middle classes than of those of his higher ones. The 4th and 5th classes both did satisfactorily at the annual examination, 10 boys being promoted from each.

Budaun.—The roll number on the last day of the year was exactly the same as in the previous year, *viz.*, 46. The results of the middle class examination were also precisely the same as those of last year, only four out of 15 candidates being successful. The failures were chiefly in Persian and mathematics and history. As regards mathematics I have already remarked that the failures were very general. In Persian, the candidates, owing to a mistake on the part of the headmaster, got no dictation papers given them, and thus lost many marks; but the failure in history and geography is inexcusable. I believe, however, that the class was a poor one. At the beginning of last year the late head-master, Babu Uma Shankar Misra, reported that he was not satisfied with it, and that it would require very efficient training. There were several changes in the tuitional staff during the year, and these may have affected the efficiency of the class. The 4th and 5th classes contained 11 and 13 students respectively. I examined the former class in December and was exceedingly pleased with it.

Bijnor.—The rolls show an increase of 11 pupils, there being 47 pupils in the middle classes against 36 last year. The results of the middle class examination have not been as satisfactory as those of the past two years, only two out of seven candidates having passed. Looking, however, at the general results, I find that the school has done quite as well as most of the schools in these provinces, and better than several. The candidates failed in mathematics only. All passed in English, the second language, and history and geography. I may mention that the class was not nearly so good a one as that of the preceding year, and it speaks well for the teaching that all should have passed in three subjects. The present 3rd class is a strong one, and the headmaster hopes to achieve better results next year.

Municipal middle English school, Pilibhít.—This school has now attained the status of a middle school, the headmaster having been able to form a class of boys preparing for the next examination. I tested the acquirements of these boys in March last, and came to the conclusion that it would have been wiser to have kept them in the 4th class for another year. The headmaster, however, has time before him, and with the help of the second master, recently appointed on my recommendation, will no doubt do his best to remedy all the defects which were pointed out to

him. The municipality is still desirous that the school should be taken over by Government and maintained from provincial funds.

Aided middle English schools—There were 26 boys in the middle department of the Lodipur (Shâhjahânpur) Orphanage when I visited it in November last. The six candidates sent up for the examination failed, mathematics being again the weak point. The Moradabad mission school had a roll of 22 pupils, five of whom went up for the examination. All failed in the second language as well as in mathematics. I myself examined the class in January last, and recorded my opinion that the results of the departmental examination, when announced, would be found to be no more satisfactory than those of former years.

The managers have now appointed a new headmaster on a salary of Rs. 50, and if the classes be carefully taught and only deserving boys be promoted, the school should obtain a fair measure of success in future years.

Middle girls' schools.—The only English school of this class is the Bareilly Girls' Orphanage, which has now a middle department of 40 pupils. In my last report I referred to the Lady Superintendent's desire to send up a few girls for the middle class examination. This, to her great regret, she was unable to do, as most of the girls of the highest class left before the close of the year to get married. It is satisfactory to learn that after marriage most of them engage in work of some kind in connection with the mission. A good deal of sickness prevailed during the year, and 34 deaths occurred, chiefly among the little girls. Referring to the time of trial, the Superintendent, Miss Sparkes, writes in her report: "The older girls did nobly in caring for the sick; a number had to be on duty night and day, but not a murmur was heard from any."

Middle vernacular schools.—These embrace the upper departments of all Government vernacular schools and of the Sherkot Aided School. The oriental departments attached to the two high schools were abolished during the year. They never fulfilled the object for which they were established. The results of a special effort in favour of Muhammadans, they were intended to offer a first class education in oriental literature combined with vernacular instruction in mathematics, history, and geography—subjects utterly neglected in ordinary Muhammadan schools. They opened with every prospect of success, and applications for admission were numerous. Soon, however, the novelty of the thing wore away, and numbers whom curiosity or the influence of the Maulvis had attracted, disappointed in their hopes of gratuitous education and resenting the strictness of discipline observed, withdrew.

The education offered them, and which was supposed to be in accordance with their own views, was not appreciated. The interest at first aroused gradually waned and at length died out, and it became clear that their retention was useless. They have accordingly been allowed to die out, their teachers being provided for in other schools.

Government middle vernacular schools.—There are now 75 of these schools in the division against 73 last year. Of these 75, 32 are town (tahsili and pargana), and the remaining 43 village or halkabandi schools. The results of the last examination again bear out the opinion I have so often expressed, that many of these schools might with advantage be reduced to the status of primary schools.

The number of pupils on the rolls of these middle schools at the close of the year was 444, an average of nearly six boys to each school.

Middle class vernacular examination.—Of the 32 town schools, 27 sent up 96 candidates, 27 of whom passed. Of the 43 halkabandi schools, 23 sent up 50 candidates, passing only nine. In other words, the percentage of passed boys in town schools was over 28, while that in village schools was 18. The aided school of Sherkot furnished five candidates, three of whom passed; two zila schools sent up six, one passing from Bijnor; two private schools sent 11, three of whom passed. In all, 55 schools sent up 168 candidates, passing 43. These results are by no means so satisfactory as those of last year, when the number of schools was 38, that of candidates 121, and that of passed boys 50. There is no doubt that too many schools were permitted to compete, for, of the 55 which sent up candidates, only 22 were successful, *viz.*, 15 town and seven village schools. The percentage of passed candidates, however, would have been higher but for the complete failure of the districts of Shâhjahânpur and Pilibhît. There is one circumstance which places Rohilkhand at a disadvantage as compared with other divisions, and that is the hankering after Persian, a subject which has no place in the examination. In their eagerness to learn Persian, boys are apt to neglect Urdu. If not actually thrown aside, to be taken up a month or two before the examination, the Urdu text-books are read in a half-hearted way, and this partly accounts for the large proportion of failures in the Urdu language. Hindi, on the other hand, is studied for its own sake, and it is also more easily learnt than Urdu; consequently the percentage of failures in Hindi is always small. In Rohilkhand there are scarcely any Hindi schools. Of the 370 candidates who took up Urdu in the last examination, 145 belonged to Rohilkhand alone. Of the 577 who took up Hindi only seven belonged to Rohilkhand.

As regards the results, the percentage of failures in Urdu was about 45, that of failures in Hindi under 20.

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69. "I proceed to offer a few remarks on the state of these schools, district by district :—

Bijnor.—Of the 14 candidates who passed from the Government vernacular schools, two were placed in the 1st, seven in the 2nd, and five in the 3rd division. The successful schools are the town schools of Bijnor, Chandpur, Nagina, Najíbabad, and Dhámpur, and the village school of Habibwala. The two boys who passed in the 1st division came from Chandpur and Habibwala respectively. Every one of these schools is thoroughly efficient, their attendance, instruction, and discipline being all that could be desired. The Bijnor school has a roll of 15 pupils in its middle classes and passed five out of its six candidates. The teacher, Dalip Singh, has lately been promoted to the 1st grade. Chandpur has a roll of 10 boys. Three out of six candidates passed. Nagina has 12 on its middle class roll. Of five boys sent up, two passed in the 2nd and 3rd divisions respectively. Najíbabad has a middle department of five boys. For the first time the school sent up two candidates, one of whom passed. Dhámpur has for years been in a backward state, but at length shows signs of improvement and has passed one candidate. Habibwala steadily maintains its position. The only other middle schools in the district are those of Nehtor, Seohára, and Rehar. These have passed no candidates this year, but the first two were examined by myself, and the results were, on the whole, satisfactory.

Moradabad shows further improvement, eight boys having passed against one in the previous year. The successful schools were those of Moradabad, Amroha, Chandausi, Hasanpur, and Thákurdwara, all tahsíli schools. The first three schools passed two boys each, the last two one each. There are seven halkabandi middle schools in the district, not one of which has passed a candidate. Notwithstanding the success of the Moradabad school, I was not satisfied with the state of instruction. The 2nd class failed entirely, though the teacher excused himself by saying that the boys had been engaged in census work, which had prevented them from attending regularly. Amroha has improved, this being the first occasion on which candidates from the school have appeared in the examination. Chandausi, the only school which saved Moradabad from utter failure last year, has again passed two boys. I found the 2nd or preparatory middle class very deficient in history and geography, but here too the census work was brought forward as an excuse. The unsuccessful town schools are those of Sambhal, Sirsi, and Kant.

Bareilly has not done so well as last year, when it passed nine candidates, two of them in the 1st division. Circumstances, however, have been unfavourable. The district lost a good school in Bisalpur, which was last year made over to Pilibhít, and received in exchange a very bad school—that of Baheri. Then came the death of the Deputy Inspector, Agha Ali, who, since his transfer to Bareilly, had been working well, and who was extremely popular. This year only two schools were successful, *viz.*, the Karor (Bareilly) tahsíli school and Gaini halkabandi school. The former has greatly improved under a new teacher, and the latter has for years been one of the best schools in the district. In neither school, however, was I satisfied with the state of the 2nd class. The Farídpur school, generally a good one, failed to pass any candidates this year, but I cannot account for the failure, as I examined the class shortly before the examination and was very favourably impressed with it. The Aonla school should have done better, but the teacher has a large primary department to supervise, and only one assistant. I found the school deficient in arithmetic and grammar. Shahi and Nawabganj are both fair schools and ought to have passed some candidates. Their deficiency lies in mathematics.

Budaun passes 10 out of 36 candidates against 13 out of 39 last year. The successful schools were the Budaun, Bisauli, Gunaur, and Islamnagar town schools and the halkabandi schools of Neora, Beora, Dataganj, Kakrala, Sayyidpur, and Sekhupur. The Islamnagar school passed two boys and the rest one apiece. The unsuccessful town schools are those of Saheswan, Bilsi, and Ujhani. The failure of the first-named is unaccountable, it having been for years the best shool in the district, and being still thoroughly efficient. The single candidate from Bilsi was absent on one of the examination days, and thus lost all chance of passing. The school, however, is one which is never likely to retain permanent rank as a middle school. The people seldom let their sons remain long enough to complete the course. As a rule, the boys are withdrawn when they have got to the 3rd or upper primary course. The Ujhani school should do better this year, as it had begun to improve when I saw it in December. Ten middle village schools have failed to pass any candidates.

Sháhjahánpur has for years been behind the other districts of Rohilkhand. Last year one boy passed from the Tilhar school. This year there were only three candidates, and these failed. The schools have always been deficient in grammar and arithmetic. At Tilhar, the best of the tahsíli schools, I found two boys in the middle department, both of whom were exceedingly weak in every subject. At Kattra, the middle school consisted of three boys, one of whom was the teacher's son. This boy was one of the failures. Jalálabad furnished no candidates, and its preparatory middle class was wretchedly deficient in arithmetic.

Pawáyan also had not worked up to the full standard, but the state of this school is due more to the character of the people than to any fault of the teacher. Boys are

constantly withdrawn from the lower section on the slightest pretext, thus rendering it almost impossible to form and to maintain middle classes. There are six middle village schools in the district, one of the best being that of Badshahnagar, which, however, failed to pass the only boy it sent up. Many years' acquaintance with the Sháhjahánpur schools has led me to the conclusion that secondary instruction is not appreciated in the district. I have elsewhere referred to the difficulty of filling the upper section of the English school, and the same difficulty in vernacular schools has for years been bemoaned by one Deputy Inspector after another. But when there is want of appreciation on the part of the people, it is all the more necessary that the teachers should be well-taught, intelligent, and energetic men, and the supervising agent a man of judgment and experience. Sháhjahanpur has been unfortunate both in teachers and in Deputy Inspectors. It remains to be seen whether anything can be made of the schools by the new supervising officer, Munshi Ishri Prasad, who has done such good work in Bijnor.

Pilibhít.—This district has not done so well as in the previous year, although the number of middle schools has risen from six to eight. The Deputy Inspector, Munshi Karámat Ali, is an active and intelligent officer, but new to the work. Bísalpur, which was made over to the Pilibhít district during the year in exchange for Baheri, has an excellent school, and has passed seven boys since 1875. I cannot account for its failure this year. The teacher has served long and has always borne a good character. The teacher of Jahánabad, contrary to rule, sent up his 2nd class for examination. The standard laid down cannot be attained in less than two years from the time of completing the primary course, and the failure of the class will be a warning to the teacher not to trust to cram in future. The want of a Persian teacher (now sanctioned) was also against the school.

I observe then, with reference to the above remarks, that the Moradabad middle schools show an improvement over last year; that those of Bijnor, Budaun, Bareilly, and Pilibhít have slightly fallen off; while those of Sháhjahánpur are, as they have been for years past, utterly inefficient. I look for better results next year. Sháhjahánpur has now been placed under an able Deputy Inspector, who has already initiated measures of improvement by getting incompetent teachers removed; the new Deputy Inspector of Bareilly is not wanting in energy and zeal, and the Deputy Inspector of Pilibhít now knows that it is necessary to be careful in the selection of candidates.

Aided middle vernacular schools.—The only school of this class is that of Shorkot, in the Bijnor district, a partially endowed school. Its constitution is precisely similar to that of a tahsíli school. The teaching has always been good. Out of five candidates sent up, three passed. The school is regularly visited by the Deputy Inspector, and is in fact as much under his control as if it were altogether maintained from provincial funds."

ALLAHABAD DIVISION.

70. The Inspector reports as follows :—

"*The Allahabad Zila School* has grown very considerably. This great increase in the numbers and fees has been chiefly in consequence of the closing in June of the local Church Mission School. In the higher division the 1st class sent up 24 candidates for the Calcutta University entrance. Of this number 15 were successful, five being placed in the 1st grade, and eight in the 2nd, leaving two candidates only for the 3rd grade. This result is very satisfactory, and is not, I consider, so much attributable to any laxity or generosity on the part of the examiners. I had marked the progress of the class, having examined it at different times, both orally and in writing; and I should have been equally as surprised as disappointed had the class come out with much less success. (The *present* 1st class is unusually heavy, consisting of 45 youths, many of whom are greatly deficient in English.)

The 2nd class is a promising one. At its last annual examination, of 32 examinees, 26 passed in mathematics, 25 in translation, 24 in history and geography, 23 in English, and 19 only in the second languages. For some reasons, I am not sorry to find the pass-number for the last-mentioned subject so small. A frequent remark has been that the examiners in the second language have unreasonably outnumbered those in other subjects. The present case, however, would argue that its examiners in Persian and Sanskrit were sufficiently sparing and judicious in their marking.

In the middle division, the 3rd class sent up 33 candidates for the departmental middle class Anglo-vernacular test. The results were very disappointing, the failures in Hindi and in mathematics being numerous. This was the more to be regretted since the class distinguished itself in English, while the *quality* of the instruction in one of the subjects in which the boys generally failed (mathematics) was undoubtedly superior. The failure in mathematics of so large a proportion of the candidates, from nearly every school appearing, removes the necessity of attempting to account for such disaster in any one particular case. With reference to the unsatisfactory results obtained at this examination in Hindi, the headmaster of the Allahabad school remarks that, if candidates were allowed to take up Sanskrit as their second language, the concession would be a great boon to those intending to hereafter

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The 4th and 5th classes, completing the middle division, numbered at the last annual examination 40 and 38 respectively; of these, 26 and 22 received promotion. The accommodation for these classes is insufficient and bad. There are no facilities for regular and systematic examinations, and, both here and in the lower school no great improvement in instruction can be expected until the classes are allowed more space, enabling a re-organization.

The lower division of the Allahabad zila school I have examined myself in detail. I cannot say that this branch is in a satisfactory state.

The boarding-house, which is very ill-adapted for its purpose, has had during the year some 40 inmates. The conduct of the pupils has been satisfactory, but it is to be regretted that the Superintendent does not continue to take that interest in the boarders which it was hoped and expected he would do This is a matter which will shortly be brought to the special notice of the District Education Committee, to which the management and supervision of the boarding-house more especially belong.

The Cawnpore Zila High School similarly shows a considerable increase both in numbers, in attendance, and in fee receipts. This results partly from an extension of class-room, admitting of a resuscitation of the lowest, or 10th, class, and partly, probably, from the transfer of the late headmaster, who had not succeeded in making himself popular with the inhabitants of the town.

In its higher division, the 1st class of this school sent up nine candidates for the entrance. Of these seven were successful, three being placed in the 2nd and four in the 3rd grade. None of these, apparently, now continue their studies in our colleges, the headmaster remarking that "utility, and not culture, seems to be the principle on which they intend to shape their future course."

The results of the annual examination of the 2nd class were poor. So far as mathematics are concerned, the headmaster attributes this failure principally to the boys preparing so little in the 3rd class, where the standard required for the Anglo-vernacular middle class departmental test is much lower than that appointed before the institution of that examination.

In the middle division of the school, the 3rd class sent up 11 boys for the departmental middle class certificate. The results in all subjects but the mathematics were extremely good, while the failure in that one subject was similar to that of most classes sent up from other schools.

The remaining classes of this division as well as those of the lower division call for no separate notice. Finding that you yourself had lately examined the senior classes, I confined myself, at my last inspection, to the middle and lower sections of the school, in which I found the classes had been attended to with care and diligence.

Desirable alterations have been made in the superintending and management of the boarding-house, in which I find the present head-master takes particular interest. His efforts for the improvement of this very important feature of the school will, I trust, meet with deserved success.

The Cawnpore school continues fortunately to receive the interest and attention of the Magistrate and Collector. By his visits to the school and by presiding on such annual occasions as the distributions of prizes, Mr. Barstow increases the importance and popularity of the school, as well as encourages the headmaster and his staff to further and increased effort.

The Bánda Zila High School.—The headmaster sends up but a very meagre report. There would appear to be a very slight increase in the numbers without any addition to the fees. The classes in the upper division were less unsuccessful in the annual examinations than in the year previous. Three candidates from the 1st class went up for the university entrance. Two of these passed and are now continuing their reading, one at Allahabad and the other at Lahore. From the middle division, the 3rd class presented 12 boys for the Anglo-vernacular departmental examination. The four who obtained the certificate stand, respectively, 2nd, 4th, 8th, and 30th in the general list. The remainder of the class failed in mathematics.

The Bánda school compares but unfavourably with the other high schools in the division. It is expected the headmaster and his staff will not rest content with a success no greater than that in the past year.

Of the *Jaunpur Zila School* the headmaster furnishes a more useful and réadable report than usual. The growth and improvement of the school during the year have been considerable and marked. It being a middle class school only, it professes no standard above that required in the 3rd class for the departmental examination. As a matter of fact, however, boys of this school, who have already passed that test, continue their reading and go up as private students for the university entrance. Girdhari Lal, who lately matriculated in the 2nd division, is now reading the F. A. course in the Muir College. It is a general wish that the

school should be raised to the status of a high school, a wish which is shared by the district authorities.

Of the seven boys sent up for the departmental middle class Anglo-vernacular certificate, three only were successful. Of the remainder, three others were promising cases, and their failure was surprising. Four-fifths of the boys in the classes which complete the middle school obtained fair promotion at the annual examination; while in the lower school the percentage of successful examinees has been even still higher.

The growing popularity and increased efficiency of the Jaunpur school are to a great extent due to the exertions of the Magistrate, Mr. G. E. Ward, who, among many other improvements and additions, has given the boys an excellent tennis court, and has taken measures for the providing of private funds for building a boarding-house of a superior class.

The Fatehpur Zila (Inferior) School has increased, proportionately, during the last year, perhaps more than any other of the zila schools in the Allahabad division, the numerical strength and fee receipts being half as much again as they were twelve months ago. While it is greatly to be desired that the present strength may not fitfully diminish, it is not unlikely that the late rapid growth has been more or less in consequence of the ruling of the present Collector and Magistrate, Mr. W. G. Cornwall, who has declined to receive applications for office apprenticeships or subordinate posts from youths not possessed of the departmental (education) certificate.

The 3rd class of this school, like that of most others, passed but a small proportion for the departmental certificate. Of eight candidates two only were successful, the failures being almost entirely in mathematics. The two passed candidates, as well as a third who failed by 3½ marks in mathematics only, are continuing their reading in the Allahabad High School.

I myself have lately examined the four senior classes of the Fatehpur school, and have satisfied myself that the instruction has continued to have been given with care and industry.

The school building, which has all along been insufficient and ill-adapted, is now, since the recent great increase in the numbers of pupils, more than ever unfit for its purpose. The school quite deserves increased and better accommodation, and a proposal for the erection of a school-house more worthy of the name than are the quarters now used will be submitted for sanction.

The Zila School of Hamírpur continues to show no increase in its scanty numbers, and I fear the population continues insufficient to furnish many more than the 65 or 70 boys now generally attending.

The 3rd class sent up for the departmental examination but three candidates, all of whom failed in mathematics by 4, 5, and 8 marks, respectively. I am glad that, notwithstanding their late ill-luck, these youths are continuing their reading in superior zila schools.

The headmaster has somewhat equalised and improved his classification, and had he received steadily throughout the year the assistance of a more contented and hardworking second master, the annual results would, I feel sure, have been considerably less unsatisfactory.

Middle class vernacular schools.—These consist of the tahsíli and pargana schools, together with a few of the halkabandi schools, which, for the sake of encouragement to their more industrious and intelligent teachers, have been allowed to extend their classification, and to carry on their instruction to the standard or course for the middle vernacular schools. On both former occasions I have been compelled to speak of the schools of this status as being generally in a most unsatisfactory condition. It is, therefore, with the greater pleasure that, with the exception of those of two districts, Fatehpur and Bánda, I am now able to report very considerable improvement, both as to real or actual attendance and to the class instruction of these middle vernacular schools. This improvement has been discovered not only by the results of the Inspector's annual examinations of these schools *in situ*, but likewise by the considerable increase in the number of successful candidates sent up by these schools to compete for the departmental middle class certificate. Last year some improvement had set in in this direction, the number of passed candidates for 1879-80 being some 12 in excess of that for the preceding year, 1878-79. It is satisfactory to find that for the year 1880-81 that increase has not only continued, but is greater. The following comparative statement shows the gradual increase in the success of the candidates from the middle class vernacular schools for the departmental test:—

Comparative statement of passed candidates for the middle class vernacular examination certificate for the years 1878-79, 1879-80, *and* 1880-81.

	Allahabad.	Fatehpur.	Cawnpore.	Hamírpur.	Bánda.	Jaunpur.	Total.
1878-79 ...	2	...	7	5	...	...	14
1879-80 ...	...	1	7	9	6	3	26
1880-81 ...	7	1	12	9	2	13	44

Thus the passed number, which in 1879-80 had increased over that of the year preceding by 12, has since further risen by 18. Judged by these results, the middle

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schools of Allahabad, Jaunpur, and Cawnpore have made the most considerable progress, while those of Hamírpur continue to do fairly well, the Fatehpur and Bánda schools alone being decidedly unsatisfactory.

The schools of this middle class were found generally to have considerably improved in the year under review. The total number of boys on the roll is less than that for the previous year, owing to greater attention having been paid to the keeping of class registers, with the striking out the names of all pupils not actually in attendance. The numbers present, however, are somewhat greater, while the percentage of passed boys is considerably higher than that obtained for the past year. In 1879-80, of 2,003 boys present at the Inspector's examination, 791, or under 40 per cent., succeeded in getting pass marks; while in 1880-81, of 2,026 boys examined, 1,029, or over 50 per cent., got through. In Allahabad, Cawnpore, and Hamírpur the improvement is general. The success of the Jaunpur schools in the annual departmental examination has been marked. The Fatehpur and Banda middle class schools give results which are anything but satisfactory.

Of the Fatehpur schools I have on previous occasions had to report unfavourably. The stagnation in the education of that district has been almost complete from the first year of my inspection to the present time. Of the six districts which compose this division Fatehpur has been the only one in which the recommendations of the Inspector have not been carried out either in their entirety or at least mainly; and I must attribute the continued and most backward state of these Fatehpur middle class schools (as well as that of the primary schools to be noticed hereafter) to be due, in a great measure, to the neglect or disinclination of past local Education Committees to act upon the suggestions offered, year by year, by the Inspector after careful and laborious examinations throughout the district. Such want of co-operation has not, I fear, been without its effect on the subordinate Inspectors, who have failed to evince any of that anxious energy and interest which in other districts have worked, and are still producing, so great and rapid improvement. However, I am glad to say that I found the President and Secretary of the present local Education Committee fully aware of the disgraceful state of things which has so long been in existence, and alive to the necessity of sufficient and active measures for its remedy.

The case of Bánda similarly calls for some special notice. The middle schools of this district show this year not only no improvement but a positive falling back, whether tested by the results of the departmental examination or by the percentage of passed boys on the total number of scholars examined by the Inspector. Such reasons as I have advanced in explanation of the great and general inefficiency in the case of Fatehpur do not certainly apply with reference to Bánda, where both the central committee and the sub-committee at Karwi have of late years given great attention to the schools of the district and have generally accepted the Inspector's recommendations. I attribute this late falling off of the Bánda tahsíli schools mainly to two causes: (1) When I examined these schools in 1878-79 I remarked that they were then so backward, or incomplete in classification, as to shut out the hope of their passing, under ordinary circumstances, any candidates for the departmental certificate before at least the present year 1880-81. This would seem to have stirred up a determination, on the part of the then Deputy Inspector and also of the middle school teachers, to show that my anticipations were ill-founded. By dint of great effort, boys were forced in one year through a course of reading which should have taken *two* and in some cases even *three* years, with the (to me) unexpected result of *six* candidates obtaining the departmental middle class certificates in 1879-80. But by this premature success the material in the *two* upper classes (3rd and 2nd) had all become used up, and the failure of this last year, 1880-81, merely signifies the necessity of having to wait till the 4th class of 1878-79 shall have become the first class, prepared for the examination of 1881-82. (2) A second reason for the falling off in the Bánda middle schools has been, I believe, the appointment to the Deputy Inspectorship of this district of Munshi Qurban Ali, the result of whose work would seem chiefly to have been that of unsettling everything and disheartening or disgusting the teachers, without, as far I have been able to detect, any corresponding set-off in the way of advantage gained. At the date of the last examinations there had perhaps been but insufficient time for the work and arrangements under the present Deputy Inspector to have taken much effect, but it is hoped that the addition of a full year to the period of his labours will be attended with that improvement and success which are so much needed and looked for.

District.	Number of schools.	Boys on roll.	Boys present.	Boys passed.	Percentage of passed boys.
Allahabad	14	549	337	235	70
Fatehpur	9	4[illegible]7	244	117	48
Cawnpore	32	1,590	861	512	60
Hamirpur	10	845	584	309	53
Banda	9	424	384	162	42
Jaunpur	5	317	246	116	47
Division ...	79	4,132	2,656	1,450	54

71. The following remarks on the aided schools in Allahabad and Jaunpur, in which secondary instruction in English is given, are taken from the Inspector's reports. I visited and examined the aided schools of Cawnpore, and was, on the whole, satisfied with the condition in which I found them:—

"*Allahabad girls' high school.*—Since my last visit I find this school has been considerably extended, comprising three branches:—

I. PUPIL TEACHER CLASSES—

(1) *First-year class*, consisting of certain pupils of the present entrance class, who have likewise been enrolled for the course qualifying for the office of teacher.

(2) *Second-year class*, consisting of three pupils now teaching in the infant school, and of four others who have not yet begun the actual work of teaching, but are merely preparing by continuing their reading.

(3) *Third-year class*; two pupils teaching in the middle school, and being likewise candidates for the next forthcoming Calcutta University entrance.

These classes have already passed out some eight teachers, who have received appointments.

II. HIGH AND MIDDLE SCHOOL *combined, and comprising*—

(1) *Entrance class especially preparing for the Calcutta University entrance.*—This is a most promising class, which will go up with three of the pupil-teachers and possibly with two others.

(2) *First class.*—In this also the entrance course is prepared, so far as Latin, Euclid, and algebra, are concerned. This is a very satisfactory class, which, to a moral certainty, will send up *seven* candidates for matriculation.

(3) *Second class, taught by the first mistress.*—This is a very large class of 25 pupils, of whom 16 are late promotions from class III.

The middle division of the school begins, or more properly ends, with class III. of 17 pupils, taught by the second mistress. It is a sign of energy that so many as 13 of these girls are late promotions from class IV. The course of studies here is a full one. In addition to the ordinary English reader and grammar, and derivation with roots, the class has to get up two histories (Indian and English), and arithmetic to fractions and proportion. Beyond these, algebra has been begun, while Latin will be taken up in the second half-year.

Class IV.—Eighteen, *viz.*, five new admissions, five in the class last year, and the remainder promotions, taught, by the third mistress, a more simple course than that immediately above, and arithmetic up to the beginning of vulgar fractions.

Class V.—Thirteen, six of whom are new admissions into the school. This class is taught by a pupil teacher in her last or 3rd year course, being one of the candidates for the next entrance examination.

Class VI.—Thirteen, is likewise taught chiefly by a pupil-teacher in her last year and going up for the forthcoming university examination. This class presents the only case of stagnation, about which complaint might be made. So many as *ten* of the class were in it for the greater part of last year, and the children generally are very backward for their ages.

III. INFANT SCHOOL OR PRIMARY CLASSES.—This very important branch of the school has of late been re-organized and greatly improved. It is now distinct from the high and middle schools and is conducted by a separate headmistress assisted by certain of the pupil-teachers already referred to. Miss Cummings, the headmistress, has been entirely trained in the High School by Miss Arthur, its Lady Superintendent. Classes VII., VIII., and IX. form the upper primary school. Their courses of instruction are mainly confined to reading and writing, arithmetic to addition and subtraction, with grammar and geography of a very elementary character. Classes X., XI., and XII. are the lower primary school, the last numbered consisting of the little ones newly admitted and learning their A.B.C

In observing the very efficient condition in which this high school is maintained, it must be acknowledged that such excellent results are mainly due to the untiring energy and zeal of the Lady Superintendent, and to the spirit of willing industry and hearty co-operation communicated to her staff of assistants.

In the work of the pupil-teacher classes, Miss Arthur is very ably assisted by the headmasters of the boys' and zila high schools. But such help, however willingly afforded, may not be always forthcoming; and, moreover, so leading and successful a school in every way as is this girls' high school should be independent of any such extraneous aid as that now being received.

SAINT MARY'S CONVENT SCHOOL.

Saint Mary's Convent school—Class I. consists of six pupils, three of whom are very promising. The remaining three are not wanting in intelligence.

Class II. is just now vacant.

Class III. is a large one of 11 pupils, of very fair ability.

The remaining classes are weak in numbers.

Class IV.—Presenting but four girls, while classes V. and VI. contain but three in each. The reading and writing of the little ones in these primary classes are particularly good.

I do not think the arithmetic in the senior classes is so advanced as it should be. At the same time my visit was not favourably timed: the classes were made up after the vacation in February last, and there has not been sufficient time to make much headway in this or other subjects.

Boys' High School.

"I am exceedingly pleased with the results of my inspection of these classes. I find that, while the total number on the rolls is 136, so many as 89 *per cent.* are in daily attendance. Forty *per cent.* of the boys have since my last visit obtained promotion from *lower* classes.

The school curriculum is now very full and complete. In addition to the English and mathematics courses, the boys take up two foreign languages, Latin and Urdu. This necessitates great diligence on the part of the pupils, as well as much labor by the teachers; and I am particularly pleased to learn that Urdu (and in some classes Nagri also) continues to receive its share of attention.

The classes throughout from the primer class taught by Miss McIvor right up to the first or entrance class, are particularly advanced in arithmetic, more so than are those of any similar school in this division.

The entrance class consists of eight pupils taught entirely by the headmaster, who has also more advanced students to attend to, *viz.*, the passed candidates for last year's matriculation. In addition to these duties, and to a general supervision of the school, I learn that Mr. Horst conducts the Latin and mathematics classes for matriculation of the girls' school.

I am glad to find that a suitable house has been erected for the headmaster.

The boys' boarding-house sadly needs repairs and adapting more to its present purpose.

The tone of the school throughout is exceedingly good, and its general efficiency much increased.

City Free School (Girls').

"The numbers have greatly increased, and the attendance considerably improved.

The lowest class, *Class V.*, is the A B C or primer class. The roll numbers 30 little ones, boys and girls, of whom 25 were present. The class is a large and heavy one, and is taught by the pupil teacher.

Class IV. is taught in two sections.

The girls of this class read the sequel to the royal reader No. I., and this they do well. Their arithmetic is likewise good; the examples given them having been worked correctly.

Class III.—Roll 11, present 10.

In this class the English is chiefly taught from the royal reader No. II., from which the girls both spell orally and write passages to dictation. In the latter, exactly half of the class got pass marks. For geography I find here still in use a Madras 'primer,' from which lessons are learnt by rote. I am glad, though, that the use of the map has not been neglected. Most of the girls can point out readily such features as boundaries, countries, rivers, &c. In arithmetic, the class is expected to get up the four simple rules. In an exercise in multiplication which I gave, only *one* girl failed.

Class II.—Roll nine, present seven.

This is mostly a promising class. The English text-book is the royal reader III. The girls read well, and point out the parts of speech in a simple sentence tolerably correctly. In dictation, *five* girls wrote quite correctly, and very neatly. In arithmetic I was quite satisfied with the girls' working exercises in simple long division.

Class I.—I was very pleased with this top class. The girls in it are intelligent, industrious, and well-mannered. Their answers to questions on the meaning of what they read were given readily and correctly. They parse exceedingly well, and work out exercises in arithmetic in the rule of three with the greatest ease.

The change in the teaching staff has been attended with the greatest improvement. Not only have the numbers much increased, but there are now an intelligent method in the mode of instruction and an order in the conduct of the classes which must soon result in improved efficiency and in a higher standard.

Now that this school has grown so, it is sorely pressed for room, so many children, crowded as they are in the one side-aisle, cannot be properly classified and taught."

City Free School (Boys').

"As in the girls' school, so here also the numbers have considerably increased. Including the few very small boys who read in the girls' division, there are now 70 boys on the school rolls. The classes are four, two being taught by each master.

Class IV.—Roll 17, present 14; taught by the second master. This is the lowest or primer class. The boys do little beyond spelling out and reading their primer. Six of them read passably.

Class III.—Roll 20, present 15; taught by the first master. With two exceptions, the whole of these boys have been in this class since the beginning of 1880, and there is only one boy now fit for promotion. Such stagnation is scarcely excusable.

The English reader for this class is a third book, which the boys read and explain fairly well, there being but *two* bad cases in the class. The arithmetic is weak, and I notice the boys are not exercised in numeration; sums being dictated in figures given individually.

Class II.—Roll 16, present 15; taught by the second master.

I am happy to find a much better prepared second class than was presented a year ago. Four of the boys I examined to-day were in the same class at my last inspection, while *two only* are promotions from the form next below. The remainder consist of new admissions. The English text book for this second class is the royal reader No. IV., which is well read and understood by a majority of the boys. In connexion with the reader, the boys are exercised in elementary grammar, the answers in which show more thought and intelligence than could be called forth by rote lessons from a grammar manual. The arithmetic professed is reduction. In an exercise in simple long division three boys only failed.

Class I.—Roll eight, present seven; taught by the first master. This is a good class, consisting of three boys who were in it twelve months ago, three promotions, and two new admissions. The English here is decidedly good. The reading and explanation of passages are very satisfactory, and the parsing of sentences respectable. I do not consider the arithmetic of the class on a par with other subjects.

These schools are doing the greatest amount of good in real work of civilization. The grants-in-aid which they receive are most fully deserved."

EAST INDIAN RAILWAY SCHOOL.

"I found 53 children present, out of a total roll number of 63.

The three sections of the lowest class, Class VI., are composed of the little ones last admitted and learning their A B C, and of those reading the primer, in two stages of advancement.

Similarly *Classes V. and VI.* are virtually two sections of a class reading at different stages the sequel to No. I of the royal reader, and working out exercises in simple addition, with numeration and notation. They also write on slates.

Class III. is considerably more advanced. The children read very nicely the sequel to No. II. royal reader. They are taught orally elementary geography from the map only, and make a beginning in grammar. Their arithmetic at present is confined to addition and subtraction.

Class II. is taught English chiefly from the royal reader No. III. The grammar and geography are comparatively advanced, and they learn these subjects with the first class. Arithmetic is at present carried no further than multiplication. Parsing exercises are given in connexion with the English reader.

Class I.—The course for this class is naturally much fuller, consisting of English reader, grammar, with parsing, from the reader, history of England, geography, arithmetic, the compound rules, composition—writing abstracts of narratives read to them.

I examined the three upper classes, and was quite satisfied with their instruction.

Miss Cazalet, who takes great interest in her school, has scarcely a fair chance with the present insufficient class accommodation.

COLONELGANJ SUBSCRIPTION SCHOOL.

Classes IX. and VIII. are virtually lower and upper sections of a primer class. A monitor only is placed to teach here—an arrangement which I do not think the best which might be made.

In *Class VII.* the boys read too mechanically and without thought. The arithmetic has been hurried over.

Class VI. is a good class, being much better instructed than Class VII. The teachers are the same for both.

The abovementioned forms compose the lower or primary school.

The middle school begins with class V. The arithmetic and Urdu in this class I consider very satisfactory. The class, on the whole, is a promising one. With class IV. I cannot say I am satisfied. It should be the strongest class in every sense in this upper division of the school, since it has directly to provide boys for the top class going up for the departmental middle class Anglo-vernacular examination. Instead of such efficiency, however, I find the fourth class miserably weak in numbers, and at the same time unequal as to the ability or attainments of the boys.

Class III. is the top class, and preparing for the next departmental examination. Of the nine boys who compose it, five are likely cases, and with steady application on the part of both pupils and teachers, might easily pass the next departmental test.

The numbers have increased during the past year by nearly 50 per cent., while such increase is not shown merely in the lower classes. This is very satisfactory,

SECONDARY INSTRUCTION. particularly so as the school fees have correspondingly increased. The receipts from this source are now above Rs. 40 per mensem, as against some Rs. 16 or 20 a year ago.

KATTRA MISSION SCHOOL.

"The Anglo-vernacular school still ranks as a primary school, and as such its standard of instruction is satisfactory. The classes number close upon 70 pupils, of whom upwards of 30 have, since my last visit, received promotion into higher classes. I am glad to find such evidence of life and industry. The average attendance is wonderfully good. The upper classes, especially, have much improved since my last inspection.

The Urdu (with Persian) classes are, I should say, in a more efficient state than a year ago. The Hindi branch of the school seems, however, to have fallen off since my last visit. The opening lately of a *patshala*, in the immediate neighbourhood may probably have had something to do with the decline of this branch of the school, which, on the whole, is progressing satisfactorily and fully deserves the aid it receives.

FORT SCHOOL.

"The children are arranged in three classes, thus—

Class I., of two girls only. Their course of instruction includes the English royal reader No. IV. and sequel, grammar with parsing, English history, geograply, and arithmetic, compound rules and reduction.

Class II. consists of three pupils, reading Chambers' 'standard,' and working exercises in the compound rules of arithmetic also.

Class III. is the lower primary division, and contains those little ones who are learning their A B C, or spelling out their primer.

I am disappointed at not finding the numbers increased as I had expected. Miss Joseph is quite able and competent to conduct larger classes than she now has; with such very limited numbers as at present, it is scarcely worth keeping the school open. Mr. Phillips, the Chaplain, is anxious that the school should not be broken up, and will do all he can to induce people to send their children.

PARISH SCHOOL.

"I am sorry I cannot find evidence of sufficient progress and efficiency. The reason is not far to seek. The school staff is very insufficient. Indeed for the girls' school there is no teacher worthy of the name, while in the boys' school, the head-master would seem to have no one to second him in the teaching of English subjects and arithmetic.

Until a competent female teacher for the girls' school, and a really useful second master be appointed and kept steadily at work, no respectable degree of efficiency can be reasonably looked for."

JAUNPUR.—C. M. S. SCHOOL.

"I find the average attendance in this school for the past six months to be 111, with an average roll number of 142. This gives a percentage of attendance of 78 of the whole number on the rolls. The numbers show a falling off of upwards of 30 pupils, as compared with the strength of the school when I visited it about a year ago.

Class I. consists of *three* youths who are now going up for the Calcutta University entrance. These formed the *third* class when I was here on the 1st December last. Thus they have received double promotion, and should they now succeed in passing the matriculation test, it will argue much industry during the past year, both on the part of the teachers and pupils.

Class II. Vacant."

CAWPORE MEMORIAL SCHOOL.

I did not visit the girls' school as it is not separately aided by the State. It maintains its high standing and prosperity under the able superintendence of Miss Easton. In the boys' school there were, when I inspected it, 51 boarders, whose health, comfort, and instruction are carefully provided for. The boys are making fair progress in their several classes. In the entrance class I found only two pupils, one of whom passed the last entrance examination, as I was sure he would pass, in the 1st division. In their English subjects both students had been carefully taught, and their knowledge of Latin was very fair. In the 2nd class Latin had been less successfully taught; but this shortcoming was compensated by a satisfactory knowledge of Urdu. The boys' exercise books in this and other classes showed great neatness and diligence on the part of the pupils, and careful and systematic teaching on the part of the masters.

CHRIST CHURCH SCHOOL.

The condition of the school was, on the whole, fairly satisfactory. In the 3rd class sums in arithmetic were correctly worked out, but the boys were slow and were not likely to shine in a general examination. The English reading of the class was very good, and five boys acquitted themselves most creditably in the explanation of difficult passages. In Urdu and Hindi the boys did fairly, but Sanskrit and Persian require attention in the lower class. On the whole, I considered the class, as compared with the same class in other schools, to be a fair one.

GENERALGANJ SCHOOL.

Sixty-two boys were present out of 70 on the roll. In the 1st class the boys read English fairly, but knew nothing of parsing. They failed also in translation into the vernacular. In arithmetic two boys out of the three answered fairly. In the 2nd class the English reading was tolerable, but the pupils could not explain in the vernacular the passages they read, and their pronunciation of Urdu was bad. The boys of the 3rd class were mere beginners in Urdu. The school, though its standard is not high, is doing good in a populous quarter where no other school exists, and deserves the slightly increased grant-in-aid which it now receives.

S. P. G. ORPHANAGE.

The institution is very carefully managed, and the health, comfort, and general well-being of the girls are sufficiently provided for. Instruction and practice in needle-work and other household duties form a most important part of the orphans' training, and fair progress is shown in reading, writing, and arithmetic.

ORDNANCE SCHOOL.

This school owes much to the interest taken in it by Colonel Stewart and Mr. Stone, the Civil Chaplain. Its tuitional standard is not high, but its condition, on the whole, is satisfactory. Twenty-seven children were present out of 30 on the roll. In the 1st class, of two boys, the English reading, writing, and arithmetic were tolerable, and the Urdu reading and writing very fair for young European and Eurasian boys. The 2nd class, of seven girls and one boy, read English very fairly, wrote well to dictation, and satisfied me in arithmetic. The 3rd class, of four pupils, did not acquit themselves so well.

EAST INDIAN RAILWAY SCHOOL.

In the 1st class, of four boys and two girls, the writing was, with one exception, very neat and good. The pupils read and explained the 4th royal reader fairly, but failed in parsing. Their writing to dictation was good, but their knowledge of arithmetic was below the mark. The 2nd class, of three girls and two boys, read and write to dictation very fairly. In arithmetic one boy was very good. The school is well-managed, and Mrs. Jardine, the mistress, seems to be a careful teacher. The grant-in-aid is well deserved.

BENARES DIVISION.

72. The total enrolment in the three sections of the Benares College school was 484 on the 31st of March last, showing an increase of 65 over the total at the same date last year. Thirty-six students went up for the entrance examination and 29 passed, three in the 1st and 17 in the 2nd division. "This result is highly satisfactory, and reflects great credit on the management and teaching of the headmaster and the other teachers concerned." Of 74 students, who went up for the middle class examination, only five succeeded in passing. Forty passed in English, 31 in history and geography, 39 in the second language, but only six in mathematics. There were several changes of teachers in the class, and this may have something to do with this very unsatisfactory result, which neither the headmaster nor the Principal can fully explain. The present teachers are likely to remain in charge of the class during the whole of the present year. They have been warned, and their responsibility has been impressed upon them. There can be no doubt that this class has been neglected as far, at least, as instruction through the medium of the vernacular is concerned. Teachers persist, unless they are closely watched, in teaching mathematics in English, the language in which they themselves have learnt the subject, and the consequence is that even if the boys are able to work out the sums that are set them, they utterly break down when questions are given whose answers require a familiar knowledge of technical terms derived from Arabic and Sanskrit. If so lamentable a failure occurs again, the teachers in charge of the class will be degraded, and their places will be supplied by men who in former years have themselves passed this examination with credit.

73. The following remarks on the other schools in the division which impart secondary instruction are taken from the report of Mr. DoMello, the Officiating Inspector.

HIGH SCHOOLS.

"There are 10 high schools, which, on the 31st March, had on their rolls 2,621, including all classes. The results of the entrance examination and the middle class Anglo-vernacular examination, by which their efficiency is tested, are partially favourable. At the entrance examination all these ten schools were more or less successful, passing in the aggregate 37 pupils.

At the middle class Anglo-vernacular examination the failures were unusually large in number in all the schools, and in some of them not a single candidate passed, though large numbers had been sent up.

These schools are divided into three sections, high, middle, and primary, and the number under instruction is—

High	243
Middle	663
Primary	2,306

SECONDARY INSTRUCTION.

The cost of education varies in each school and in each section. I will enter the full particulars under the head of each school.

HIGH SCHOOLS.

Government.

"The Benares Division has two high schools under the supervision of the Inspector, the Mirzapur High School and the Oriental High School, Gorakhpur.

I.—*The Mirzapur school* has had a change of headmaster. Mr. Casabon, who was officiating for Mr. Harris, was transferred to Cawnpore, and Babu Ramrup Ghose has been permanently transferred to Mirzapur. The change has been, I am glad to say, in no way detrimental to the school. Its efficiency and position have been maintained, as tested by the entrance and the middle class Anglo-vernacular examinations. Last year at the entrance examination three candidates were sent up and two passed. This year five passed—three in the second and two in the third division. The result of the middle class Anglo-vernacular examination is not as favourable, and yet, considering all things, it is not quite unsatisfactory. Twelve candidates were sent up, and three only passed. The failures were in mathematics and second language—nine in the former and five in the latter failed. In English all 12 candidates passed. It is the largest number Mirzapur has sent up, and the success reflects credit on the teacher of English. The teachers of mathematics and second language have been warned. Looking at the attendance and the cost of education, the figures are favourable. In March, 1880, the number on the roll for the English department was—

	...	...	143
In 1881	...	...	177
An increase of	...	...	34

In the vernacular department—

In 1880	...	...	153
In 1881	...	...	176
An increase of	...	...	23
	Total increase of		57

The fee-income is likewise in its favour :—

			Rs.
In 1880	...	...	1,020
In 1881	...	...	1,215
An increase of	...	...	195

The lower or primary classes are well attended and fairly taught. The result of the year's work is satisfactory, and reflects credit on the headmaster and his staff, I cannot, I regret, report as favourably of the vernacular (oriental) branch.

The attendance in the Arabic section is small, and the instruction far from satisfactory.

The Persian department appears to be more popular, judging from the attendance, and the result of the Deputy Inspector's examination was in its favour.

The Sanskrit department is small, but the Pandit, who is an able scholar, has promised to do his best to place it on a better footing by preparing candidates for examinations held by the Benares College. The Hindi and the Mahajani departments are poorly attended, and the instruction is elementary.

II.—*Gorakhpur oriental high school* is under the management of the Educational Committee to whom my remarks, after inspecting the school, were sent. The following extracts will give you full particulars :—

"I visited the school and examined six boys of the first class, who have passed the middle class vernacular examination (some of whom are boarders and scholarshipholders) in geometry and algebra, and cannot say much progress has been made in these subjects. The arithmetic of the 3rd, 4th, and 5th classes was hardly passable. The history and geography of the 3rd class was bad, and the 4th class not much better. There is ample room for improvement yet, though, in justice to the teachers, I must say, both in classification and instruction, much has been done since my last inspection."

"The number on the roll is 163, but I am sorry to see so large a number as 106 in the lowest classes. The Arabic and Persian departments seem to be popular, and the Persian particularly so. The Arabic department has 40 on the roll. The three most advanced classes—3rd, 4th, and 5th have in all 13 pupils, and the two lowest—6th and 7th—27 pupils. The Persian department is better both in number and in classification. There are 60 pupils on the roll—42 in the three upper classes and 18 in the two lower."

"The Sankrit department is small in number and has only four classes. Nine pupils in the two upper and 24 in the two lower classes.

"The Hindi department is in a very unsatisfactory state. There are only 30 pupils on the roll. The two highest classes are merely nominal, for there are two pupils in each class; the next has only four pupils; while in the two lowest there are 22 pupils. The Hindi department is inferior in every way to a fair halkabandi school; and while there are so many schools in the city (five free schools and several branch mission schools), the maintenance of this department appears quite unnecessary."

"I regret to say that the school had not pupils sufficiently advanced in any of the languages (Arabic, Persian, and Sanskrit) to be represented at the written examination. However, at the middle class vernacular examination, it was successful comparatively, passing two candidates—one in the first and one in the second grade."

AIDED HIGH SCHOOLS.

"*I—London Mission school.*—The school has suffered a great loss by the death of the Rev. Mr. Sherring. It was started by him, and, under his personal supervision and efficient management, it had for years worked successfully. His absence on leave in England was much felt, and the results of annual examinations were unfavourable. He returned; took charge, and had made arrangements for a fresh start when he died. Both as a scholar and as an educationalist few have done more for the natives than the Rev. Mr. Sherring. The mission placed the Rev. Mr. Bulloch in charge *pro tem.*, and the Rev. Mr. Hewlett, M.A., has been specially sent to assume the principalship of the school.

At the F. A. Examination of the Calcutta University six students were successful, and six also at the entrance. Thus the result of these examinations is favourable. The 3rd class broke down at the middle class examination. Thirteen candidates were sent up and all failed in mathematics.

In other subjects the result was comparatively fair. In company with the Rev. Messrs. Hewlett and Bulloch, I examined the 2nd and 3rd classes in geometry, and found the class certainly below the average and the teaching defective.

The school is working well, and has a large attendance. The attendance of the three departments is—

High classes I and II., ...	42
Middle classes III, IV., V., ...	69
Lower classes ...	289
Total ...	394

II.—Jaynarain's College, Benares.—The following remarks entered in the Visitors' Book after inspection will give full information. The school has comparatively done well this year. At the entrance examination of the Calcutta University three candidates were successful, two passing in the second division and one in the third. At the middle class Anglo-vernacular examination the failure again this year was signal. Fifteen canditates were sent up and all failed in mathematics, fourteen in history and geography, eleven in second language, and six in English, so that, English excepted, the failure was signal. This is the same class that failed last year.

The English department is comparatively small, as it has 190 pupils on the roll while the Oriental department, including all sections, has 312. As the grant-in-aid is liberal, and intended more particularly for the English department, where the expenditure is great, a larger attendance is desirable.

III.—The Bengalitola preparatory school has done fairly at the entrance examination. Last year it passed three and this year seven. It has failed again at the middle class Anglo-vernacular examination, the pupils being chiefly Bengalis imperfectly acquainted with the vernaculars of these provinces.

I inspected the present third class, and several of the lower classes, and feel convinced that guidance and supervision are absolutely necessary. The teachers are willing and industrious, but wanting in experience, and were the headmaster to devote at least an hour a day in supervising the lower classes, the school would greatly benefit. The school is popular, its attendance has steadily been increasing, and it is liberally supported by the native community.

IV.—The Victoria school, Ghazipur, did fairly at the entrance examination, passing two in the first and one in the second division. At the middle class Anglo-vernacular examination the result was unfavourable, for of the fourteen candidates who appeared one only passed Mathematics was their stumbling-block, for 12 failed in this subject, whilst in all other subjects the failures were small.

The school has been working at a disadvantage for some time, owing to the prolonged absence of the headmaster. Arrangements have now been made, and I have every hope that, with two graduates of the Calcutta University, young, intelligent, and zealous, supported by a large staff of teachers in both departments, the school will continue to work successfully. The Oriental department, on the whole, did fairly. It sent up candidates to the written examination, and the result was not unsatisfactory.

V.—Mission school, Ghazipur.—At the entrance examination three candidates passed, two in the second and one in the third division. At the middle class Anglo-vernacular examination, the failure was great, for out of 21, 20 failed. The class was evidently weak and below the average.

VI.—Church mission school, Gorakhpur.—Last year the school passed one candidate at the entrance examination, and this year two have succeeded, one in the first and one in the third division. The result of the middle class Anglo-vernacular examination is not as favourable. Last year four candidates were successful, two gaining scholarships; this year twelve candidates were sent up and two only succeeded.

SECONDARY INSTRUCTION. The failure in mathematics was signal; in the other subjects the failures were not so discreditable. The school has had several changes in the staff of teachers during the year; but now that the Rev. Mr. Stern has resumed charge, and has appointed an intelligent and active graduate of the Calcutta University as headmaster, supported by an old and experienced teacher as his first assistant, there is every hope that the school, which has for years been working well, will continue to maintain its efficiency and position.

The number on the roll on the 31st March was 300, and the cost to Government for each pupil for the higher classes was Rs. 70; for the middle classes Rs. 21, and for the primary, upper and lower, Rs. 3.

VII.—Church mission school, Azamgarh.—The school has this year been successful at the entrance examination of the Calcutta University. Last year not a single candidate passed, though the failure of the candidates was in one subject—second language. This year nine candidates were sent up and five passed—three in the second and two in the third division. At the middle class Anglo-vernacular examination the 3rd class, on the whole, did fairly, though not as successfully as last year. Six candidates were sent up and two passed.

London mission school, Mirzapur.—I inspected several of the classes, and think that the junior teachers would benefit considerably under active and intelligent supervision. The school passed one candidate at the entrance examination, but failed entirely at the middle class Anglo-vernacular examination.

Chasma-i-Rahmut school, Ghazipur.—The school continues to work successfully. The Arabic and Persian departments competed creditably with the other oriental schools. It sent up a larger number, and, on the whole, did more creditably. Five boys of the 1st class gained more than one-fourth marks; six of the 2nd class gained more than half marks, and ten more than one fourth marks.

The Victoria school sent up candidates in all three languages; Chasma-i-Rahmat in two; Mirzapur in two; Gorakhpur was not represented at all. This is a matter of extreme regret. Gorakhpur is a Government oriental high school, and yet is wanting in the two highest classes in all three of the oriental languages. I trust the headmaster and his staff will do their best to place their school on a better and a higher position, and one more consistent with its character as a high school.

AIDED MIDDLE SCHOOLS, BENARES.

I.—The East Indian Railway school, Mogul Serai.—The school has improved in number since my last inspection; and considering that the present mistress has lately taken charge, the instruction is not unsatisfactory. This is a primary school and the six children in the most advanced class read fairly, wrote pretty correctly from dictation, worked sums in the simple rules, and have commenced grammar and geography. The others are beginners and can read, spell, and add. I doubt not that in time there will be an improvement in classification and discipline, and that the instruction will be still more satisfactory.

II.—The Baptist mission orphanage, Ramkatora continues to work successfully, and I repeat what I said in my last year's report, that it deserves a grant of at least Rs. 20.

III.—The institutions at Sigra:—

1. Female Normal School.
2. Industrial School.
3. Church Mission School for boys.
4. Church Mission School for girls.

These are all under careful, active supervision, and well deserve the grants they receive.

IV.—Girls' schools under the London mission.—I cannot do better than send you a copy of the interesting report sent to me by Mrs. Lambert, the Lady Superintendent in charge of these schools, and to give my cordial support to an application for an increase of the Government grant. The work of native female education is steadily increasing, and is principally in the hands of the missionaries, and the success which appears to attend their labours is well deserving of Government support:

"The school in the London mission compound was begun in the year 1839—with about 50 girls from the lower castes living in the neighbourhood. The attendance seems to have been about an average of 40 for some years. For the past few years, however, it has been considerably over 100, being at one time 140. The Orderly Bazar school was opened in 1870 by Mrs. Sherring, and was intended for high caste girls. The attendance began with 40; but after the school was removed to Orderly Bazar it increased to 115. As the girls seldom remain beyond the age of 12, the instruction given is most elementary; our object being merely to teach them to read and write, to do sums in the four rules, learn a little of history and geography.

They are also taught a little plain sewing and marking. The compound school is in charge of a young lady who remains four hours daily in the school. The Orderly Bazar school is visited three or four times a week.

Four new schools have been opened during the last three years.

A few women are also taught in connection with these schools, and all the pupils are from the more respectable classes. Each school is visited once a week, and we

consider the progress satisfactory. The expense monthly is about Rs. 100, including the salary of the lady who visits the school and the cost of a conveyance."

Basti.—I.—The Church mission school failed at the middle class vernacular examination. It requires more active supervision, and I doubt not the Rev. Mr. Stern, who has returned from England, will be able to show better results next year.

II.—The Anglo-vernacular subscription school is, on the whole, doing fairly.

Ballia.—The subscription school is a successful one, and the additional grant will enable the committee to place the school on a footing with the inferior zila schools of these provinces. The number on the roll is 182.

MIDDLE CLASS VERNACULAR SCHOOLS.

74. In the seven districts of this division, there are 89 middle class schools with a total of 505 pupils in the 1st and 2nd classes, and a grand total of 5,876 on their rolls, including all classes from the 1st to the 7th. Many of these schools have not yet attained the prescribed standard, for at the middle class examination though 89 schools were represented, yet only 72 pupils passed. The necessity for greater exertions to raise the character and improve the instruction of these schools is apparent. As regards the number of pupils under instruction in these schools, there has been an increase of 136 pupils in the middle and of 646 in the lower classes.

MIDDLE CLASS VERNACULAR EXAMINATION.

At the middle class vernacular examination the Benares division maintains its position, being the second in the divisions of these provinces as to the successful number of candidates sent up, but it does not appear to advantage when the results are compared with those of the previous year. In 1879 the number of candidates sent up was 172 and the number passed 77. In 1880 the number sent up was 234 and the number passed 72. The failures from the districts of Ghazipur and Gorakhpur were unusually large, and the Deputy Inspectors have been warned.

Gorakhpur has passed the largest number in the division, but when it is remembered that 69 candidates were sent up and only 17 passed, the result can hardly be said to be satisfactory. Last year 40 candidates were sent up and 24 passed. The percentage of the two years stands thus.

1879	percentage of passed candidates		...	...	...	60·1
1880	ditto	ditto	...	...	...	24·64

Azamgarh stands second as regards numbers, it having passed 15—two less than Gorakhpur. The number of candidates sent up was 48, so that in percentage of passed candidates it stands much ahead of Gorakhpur, and when compared with the last year's results it appears to advantage.

1879	percentage of passed candidates		...	...	...	29·2
1880	ditto	ditto	...	...	...	31·25

The result is satisfactory, and the Deputy Inspector deserves credit.

Benares comes next in number, having passed 14; but when it is remembered that 26 candidates were sent up, and that 14 passed, four in the first and four in the second grade, it can hardly be questioned that it takes the lead in the division.

Last year in percentage of passed candidates it stood first. This year in percentage it is beaten by Basti.

1879	percentage of passed candidates		...	...	...	83·3
1880	ditto	ditto	...	...	...	53·8

Basti did well last year, and this year it maintains its position. It has passed 13 candidates, and in percentage it stands first in the division.

1879	percentage of passed candidates		...	...	...	52·5
1880	ditto	ditto	...	...	...	56·52

Ghazipur and Ballia passed each five candidates. Ghazipur has failed signally. It sent up 39 candidates, and passed only five; none in the first grade, three in the second, and two in the third.

1879	percentage of passed candidates		...	...	...	46·2
1880	ditto	ditto	...	..	...	12·82

Ballia has made a fair start. It sent up 19 and passed five gaining a percentage of 26·32 for passed candidates.

Mirzapur has done a shade better this year than it did last year. It sent up 11 candidates passing three: one in each grade. Its percentage is likewise slightly improved.

1879	percentage of passed candidates		...	...	...	13·5
1880	ditto	ditto	...	...	...	27·27

Summing up general results, Benares, Basti, and Azamgarh have acquitted themselves creditably, and are placed under the head of "improved." Ballia comes close behind, and may be allowed to stand under the same head. Mirzapur comes next, but the improvement is so slight that it must be placed under the head of "stationary."

Gorakhpur and Ghazipur have declined.

Benares.—I examined two tahsili and six middle class halkabandi schools, in all eight; and the results, on the whole, I am glad to say, have been satisfactory.

SECONDARY INSTRUCTION.

Benares tahsili school was very successful at the middle class vernacular examination, having passed five of the eight sent up. The position of the candidates was likewise creditable. Two were in the first division, two in the second, and one in the third.

Chandauli tahsili school has not improved. It sent up four candidates to the middle class vernacular examination, and passed only one. The four boys in the 2nd class failed signally at my examination.

I examined six of the middle class halkabandi schools, and instead of taking school by school, I give a summary of results. The middle class schools include the two tahsili and six halkabundi schools. These schools have three sections—middle classes, composed of 1st and 2nd classes, upper primary, composed of 3rd and 4th classes, and lower primary, composed of 5th, 6th, and 7th classes.

The 6th and 7th classes have beginners, and are not examined by the Inspector.

Middle Classes.

Year.	Number of schools.	Classes.	No. examined.	No. passed.
1879	8	I. and II.	30	16
1880	8	I. and II.	37	17

Azamgarh.—The progress during the year is satisfactory. Of the eight tahsili schools examined by me four have improved, one is stationary, and three have declined.

The number of pupils under instruction has increased by 27, though the number passed is the same as last year.

The middle class halkabandi schools are not in a satisfactory state. The teachers are not up to the mark, and I would reduce at least five of these thirteen schools to the primary standard. Azamgarh has eight tahsili and pargana schools, and with eight more middle class halkabandi schools all the work of middle class instruction could be very successfully carried on.

At present it has far too many of these schools, and few, very few, working up to the prescribed standard.

The progress statement is more encouraging. Five have improved, three are stationary, and five have declined.

The increase in the number of pupils is twenty-two, and in passed students five.

Basti.—I examined all the middle class schools of the district, five tahsili and five halkabandi, in all ten; and consider them all in a more or less satisfactory state, Bhanpur excepted, which still continues below the prescribed standard of a middle class school.

Last year at my examination the aggregate on the roll was 644, and this year 682, showing an increase of 38 pupils. There has been an improvement in classification likewise, and most of these schools, Bhanpur excepted, have classes from I. to VII., though under this head there is ample room for improvement, as the numbers in the higher classes are still small. In comparing the results of this year with those of last, it is gratifying to record that I find nine have improved more or less, one is stationary, and none come under the head of "declined" or "fallen." Looking at them as purely middle class schools, I find that the aggregate number of pupils in the 1st and 2nd classes, which come under the above denomination for 1879-80, to be as follows:—

1879	37 pupils.
1880	48 do.

Showing an increase of 11 pupils; and the number of passed students at the middle class examination is—

1879	12 pupils.
1880	13 do.

Gorakhpur.—The middle class schools in this district are—

Five tahsili schools, two pargana, and ten halkabandi.

Of the tahsili schools one has improved, three are stationary, and one has fallen; of the pargana schools one has improved and one is stationary; and of the M. C. halkabandi schools, seven have improved and three are stationary. Looking at them as middle class schools, it will be seen that the total number of pupils in the 1st and 2nd classes of the five tahsili and two pargana schools for 1879 was 37, and for 1880 is 30, showing a decrease of seven. The number in middle class halkabandi schools is more favourable; in 1879 it was 52, in 1880 it is 75, showing an increase of 23 pupils. The results of the middle class examination, and the written examination which I held, are not as favourable this year as they were last year. Last year the total number passed at the middle class examination was 21; this year it is 17. At my examination in 1879 twenty-one passed, in 1880 seventeen. These upper classes require more careful instruction.

Ballia.—Comparing the results of this year with those of last year, I find two of the tahsili and pargana schools have improved, and three are stationary; and of the middle class halkabandi schools one has improved, and two are stationary.

Ghazipur.—The district middle class schools have not been successful at the departmental examination. There are 18 schools of this class and yet only five boys passed successfully, three in the second and two in the third division, a result far from satisfactory. In reviewing the results of this important examination, I find that in the Benares division, Ghazipur, which has as large a number of middle class schools as any of the districts, has passed the same number of candidates as the district of

Ballia, which has the smallest number of middle class schools. In percentage of passed students Ghazipur is the lowest. I think these schools are too many in number, and many of them require an intelligent supervision on the part of both the Deputy and Sub-Deputy Inspector. In my last year's report, I remarked I examined nine of these (middle class halkabandi), and most of them are below the prescribed standard.

I examined all the tahsíli and pargana schools and 11 middle class H.B. schools. I would reduce the number of these latter schools from 11 to 5. With seven tahsíli and pargana schools and five middle class halkabandi schools, in all twelve, the work of middle class instruction could be efficiently carried on. Knowing as I do both the Deputy and Sub-Deputy Inspector, I feel sure that they will themselves feel sadly disappointed at the low position of their district at the departmental middle class examination, and will apply themselves with more than their usual zeal and intelligence to regain for their district that position which this year it has lost.

Mirzapur.—There are four tahsíli and pargana schools in the district, and they were all examined by me. Gopiganj takes the lead, and were it not that the head teacher had been compelled by sickness to be on leave for several months, the school would have fulfilled the conditions of efficiency. At the middle class vernacular examination it passed two candidates—one in the first grade and one in the second; but at my examination several classes failed. At present the work for the year has not been neglected, and I find by a comparative statement that three of these schools have improved and one is stationary. Of the middle class halkabandi schools I examined only three. They have sent up no candidates to the middle class vernacular examination, and their upper classes are small in number and poor in instruction. The progress statement, however, is a little in their favour, for though below the prescribed standard, two of them have improved and one is stationary. Looking at all these tahsíli, pargana, and middle class halkabandi schools as middle class schools, which comprehend the 1st and 2nd classes, I have the following results to record :—

Classes.		Pupils examined.		Pupils passed.
		1879.		
I. and II.	...	15	...	
		1880.		
I. and II.	...	19	...	

It is thus evident that, as far as middle class education is concerned, the district has yet ample room for improvement."

JHANSI DIVISION.

75. The Inspector of Jhánsi writes as follows :—

"*Kalpi* (*Jalaun*).—The state of the school generally shows a change for the better as compared with the past year, but is far from being what it should be. But one out of the five boys sent up at the middle class examination passed, the other four having all failed in mathematics and two of them in English, and one in history and geography likewise. One or two of the headmasters complain of the paper in mathematics being a hard one, or something of the kind; but I cannot attach much weight to such complaints, knowing as I do, from my own experience, that the way in which the generality of the boys in these schools work out mathematical questions is very irregular and unsystematic.

The result of my own examination was not very satisfactory either. The top class boys, with a single exception, were found very deficient in English literature, and could not put simple Hindustani phrases and expressions into common English.

The intermediate class may be said to have done fairly on the whole, but the last acquitted itself very badly. In the vernaculars the results in the first two classes were generally very fair and favourable to the teachers in charge, who also passed all the five boys in that subject in the middle class examination, unlike last year when the two sent up both failed in the 2nd language: but the boys, both in Urdu and Hindi, were very deficient in penmanship, and made many and bad mistakes in orthography, besides betraying gross ignorance of the rules for combining letters. The last class was as deficient in the vernaculars as it was in English, and in Hindi particularly so.

Jhánsi.—This school, which contributed three boys to the middle class examination, likewise passed one, who occupies the 37th place on the general result list for the united provinces, and has joined the Agra College with an entrance scholarship to prosecute his studies for the university matriculation examination.

The result of my annual examination was, on the whole, fair, and an improvement on that of the past year. English, as well as Persian, pronunciation showed a change for the better. Persian was well got up, but the classes generally were deficient in their knowledge of Persian grammar. Hindi is still neglected. Arithmetic has improved, and the results in it were in general fair, but the manner and method of working are often irregular and unsystematic. One or two of the three 3rd or the top class boys were deficient in literature, and equally so in history and geography, while all did poorly in arithmetic. The 5th class (the 4th having ceased to exist) acquitted itself very fairly in all subjects.

SECONDARY INSTRUCTION.

Lalitpur.—Five boys went up at the middle class examination, of whom only one passed—the rest, four, having all failed in mathematics, and two of these each in the 2nd language (Urdu), and history and geography also.

The results of my own annual examination were equally unsatisfactory. The classes were deficient in their knowledge of the languages, and more particularly so of the vernaculars (Urdu and Hindi); and they do not know how to render common vernacular expressions into ordinary English. Their way of working out sums in arithmetic, too, is generally tedious and unsystematic.

76. There are in all 21 schools which come under the category of middle schools, vernacular, *viz.*, 13 tahsíli, seven halkabandi, and one unaided, with a total roll of 51 boys at the time of the examination; of whom 22 appeared at the middle class test, while 26 out of the remaining 29 came up before me. Of the former number Jalaun contributed nine, of whom six passed, three each in the 2nd and 3rd divisions; Jhánsi 13, of whom but two passed, one in the 2nd and one in 3rd division; and Lalitpur none. The success of the Jalaun contingent, with the high pass percentage of 66·67, reflects credit both on the district and the division.

Of the 26 boys examined by me 13·24, or 45·66 per cent. of the roll passed. This is not a bad result, but the paucity of the number of boys, due to many of the schools having no middle classes, is to be regretted.

"As regards the progress of the schools as middle *cum* primary, three of the five tahsíli schools of the Jalaun district—*viz.*, Jalaun, Urai, and Kalpi—have improved during the year. Jalaun decidedly bears the palm, passing all the three boys sent up in the middle class examination, and making the high percentage of 60·96 in the inspector's. Kalpi and Urai have, on the whole, done very fairly, having passed over 52 and 50 per cent. of their pupils respectively. The ill success of Madhogarh is due chiefly to the comparative apathy of the inhabitants to education and the unsuitability of the school-house, which, being surrounded by the newly-founded *ganj* and its concomitant noise and bustle, is no longer a fit accommodation for a school. The attention of the District School Committee has been directed to the matter in the body of my inspection report to them. The amalgamation of the Kúnch tahsíli with the municipal Anglo-vernacular school has not been attended with success, and accounts in a large measure for the present bad state of the former. The committee are fully alive to all this, and it is hoped the two schools will, ere long, be restored to their *status quo ante.*

"Of the six tahsíli and pargana schools in the Jhánsi district, two (Gursarai and Barváságar) have done well. The former takes the lead of the sister institutions in the district, passing two out of the three boys in the middle class examination (the only two passed from the whole district), while the latter (Barvaságar) is next in rank. The other four schools of this class are indifferent or bad.

"Again, two of these four schools (Moth and Bhander) are stationary, while one (Ranipur) has improved, and one (Mau) has fallen off.

"The two tahsíli schools in the Lalitpur district, Mahrauni and Talbehat, passed respectively 60·90 and 54·91 per cent., but have scarcely any middle classes. The former has improved while the latter has declined, but both may, on the whole, be said to have done well, and Mahrauni particularly so.

"There are in all seven higher class (middle B) halkabandi schools. The five of these in Jalaun passed two out of the three boys sent up at the middle class examination, and 36·39 per cent. of the total roll (*i.e.*, in both the middle and primary departments taken together) at my examination.

"The single school of the kind in Jhánsi (Garautha) deserves to be reduced to the lower class status.

"The only school in Lalitpur (Madavara) has improved, and may well retain its present status.

"The one unaided middle vernacular school, with a single boy, has dwindled to the status of a primary school, and calls for no further notice here."

KUMAUN DIVISION.

77. The Naini Tal Diocesan Schools maintain their high position and character, and continue to give sound elementary and secondary education. Mr. Elliott has succeeded Mr. Baston as headmaster, and there is every reason to hope that the school under his management will improve in all respects. The following is from my inspection reports of October, 1880:

GIRLS' SCHOOL.

Class I.—"This class of four girls has been very carefully and equally brought on. The pupils have answered well in nearly all subjects, and their papers are neat, well explained, well written, and well spelt.

History.—An easy paper on English and Indian History was, on the whole, well answered.

By all the pupils facts have been carefully learnt and well remembered. The answers were too much in the words of the book, and the relative importance of events was not always understood; but these are faults which must always be found in pupils so young as these.

Geography.—Out of three questions one was fully and correctly answered by all the pupils. The answers to the other two were not so satisfactory.

English Literature.—Alice Old's paper was fair on the whole, but there were several mistakes in parsing, and some questions were not fully answered. Kate Bradley did well, but there was a want of fulness in some of her answers. The other papers were meagre.

Arithmetic.—All the pupils answered very fairly in this subject. Mary Glass's paper was the best on the whole, but the three others deserve great credit for their neat answers to three-fourths of the questions.

Recitation.—Pieces of Shakspeare, Milton, and Scott were very well recited by this class. The girls' pronunciation and accent are remarkably good, and they recite with feeling and expression.

Euclid.—A little Euclid was learnt in the earlier part of the year, but the study has been discontinued for the present. The definitions asked were correctly given, and two propositions were fairly well demonstrated on the black board.

French.—Some progress has been made in French under the tuition of Miss Robertson by two of the pupils of this class. Considering the short time that has been given to this subject, the results are creditable to the teacher and her pupils. On the whole, I consider this a very good class, and congratulate Miss Bradbury on the results of teaching that has evidently been most careful, conscientious, and intelligent.

Class II.—History.—The answers to the questions in history were very meagre. Matilda Jardine's paper was far the best.

Geography.—Three out of the four questions were fairly well answered by three of the pupils. M. Jardine's paper was best and E. Bease's second.

Arithmetic.—Three questions out of four were correctly answered by M. Jardine and E. Bease, who appear to be about equal in this subject. The others passed tolerably well. The girls of this class read well, and their recitation of pieces of poetry was remarkably good.

Class III.—The girls of this class read prose and recited poetry very well, but more attention to the meaning of the words is necessary. The class seems to have been carefully taught, but some of the pupils are inattentive or have feeble memories.

Class IV.—This class was examined *vivâ voce.* The girls read fairly, but many of the words of their reading book were not understood. Questions on part of the History of England were well answered. In dictation there were on an average 3½ mistakes for each pupil, one having only one mistake, and one or two as many as five. The hand-writing was generally good. In geography the girls answered very fairly, and their recitation of poetry was very good. Arithmetic is the weakest point of this little class. In this subject the girls are very backward.

Class V.—The girls of this class acquitted themselves very creditably in reading, writing, and answering easy questions on common things. Their recitation of pieces of poetry was very good. In arithmetic the class is very backward.

Class VI.—The reading and recitation of these little girls was good.

In arithmetic they have made but little progress.

Class VII.—The girls of this class are mere infants. They read fairly words of one syllable, and recite little pieces of verse.

On the whole, as far as I am qualified to judge, I consider the school to be in a most satisfactory condition, not only as regards the progress and attainments of the pupils, but as regards their healthy and happy looks; their discipline and prompt and cheerful obedience; their address, manners, and behaviour. Very great credit is due to Miss Bradbury for her most careful and judicious management of the school, as well as for the thorough manner in which she has taught her own more immediate pupils."

Boys' School.

"The results of the examination on paper conducted by Mr. Duggan, who was officiating as headmaster, and his staff, show that good progress has been made in all subjects throughout the school; most of the papers which I have seen are very good, and high marks have deservedly been assigned to them. The results of my own *vivâ voce* examination are not quite so satisfactory, although they also indicate progress in some important subjects. The boys generally are not so quick and ready with their answers as they should be; the meaning of what they read in the lower classes has not been thoroughly mastered, and the boys have not the general information which they ought to possess.

"The entrance class, consisting of boys who are reading for the university matriculation examination of next year, is, on the whole, a good one, and, with steady perseverance, three or four boys at least should pass. They all take Latin for their second language, and in this subject as well as in others they have made fair progress since last year. In mathematics the class is decidedly good; and history, geography, and English have not been neglected. I am glad to see marked improvement also in the boys' knowledge of Hindustani both in the Persian and Nagari character, both of which they read and write tolerably well considering the short time they have studied the language, and the number of other subjects they have to learn.

SECONDARY INSTRUCTION.

"The spelling of the class in English, Latin, and Hindustani is much better, I think, than it was last year.

"Old and Crummey in particular have passed very well, and ought to take good places in the entrance examination next year. The class is, on the whole, the best that the school has produced. There is a wide gap between the entrance class and the 1st class, 2nd division. Some of the pupils of the latter class have, however, acquitted themselves creditably. Spelling is generally a weak point with these boys, and some of the English history papers are very bad. In Hindi reading and writing these boys did fairly. They have very recently begun Urdu.

"The second class is a very fair one. The results of the written examination are satisfactory, and in my *vivâ voce* examination I found little to complain of.

"The third class is not as good as it should be. The boys, with a few exceptions, do not read well or thoroughly understand their reading lessons. They write fairly, and have a tolerable knowledge of elementary arithmetic.

"In the Junior Department most of the pupils are making fair progress. But some of the boys who have lately come to the school know absolutely nothing, and as they cannot go on with the class, the teacher's time is unduly taxed in order that they may have separate lessons.

"On the whole, I consider the tuitional status of the school to be fairly satisfactory, although the lower classes of the upper department are not quite what they should be. Special attention should be paid to these classes next year, as they seem to be deficient in smartness, general intelligence, and natural and healthy curiosity. These classes have probably suffered to some extent from changes of masters during the year.

"Mr. Duggan, who had charge of the school for some three months, and the masters who are now in the school, have, I think, discharged their duties very creditably. The school is to be congratulated on the return of Mr. Kennedy to the post which for a time he left."

Almora High School.—The following is from the Inspector's report. This school is doing well under the present headmaster, Pandit Hari Ram, B.A. Five boys went up for the university entrance examination and all passed—four in the second division and one in the third. In the middle class Anglo-vernacular examination six out of 14 candidates were successful.

Chopra Mission School.—Two of the five students in the middle school went up for the middle class Anglo-vernacular examination but failed. The boys were weak in history and geography, and some other subjects had not been begun so late as June last. The Chopra girls' school has for the first time been classed as middle by the Superintendent. The school was doing some really useful work under the able management of the late Superintendent, the girls being taught Hindi and Urdu in addition to knitting and sewing. About 20 of the girls passed a fair examination in dictation, arithmetic, and geography.

Srinagar School.—This school is doing well as regards primary instruction, but it ought, as the Inspector says, to prepare boys for the middle class examination.

Naini Tal Mission School.—Mr. Marston, the headmaster, had been in charge only a short time, and the boys had made but little progress when the school was visited by the Inspector. If the attendance were regular, there is no doubt that the school would send up candidates for the middle class examination every year, but during the winter Naini Tal is nearly empty. The landslip last year considerably reduced the attendance, but present propects are hopeful.

Pithoragarh School.—This school is stationary both in point of attandance and of study.

78. The 19 middle schools comprise nine tahsíli, seven halkabandi, and three aided schools. Setting aside the middle department of the Almora High School, which passed six candidates, only four boys passed the middle class Anglo-vernacular examination. This result, if not quite satisfactory, is not altogether discouraging. The people of these hills are almost all agriculturists, who do not, as a rule, care for middle class education. The boys who attend the Almora mission school belong generally to a different class of the population, and this accounts for the greater success of this school. At Dwárá Hát the attendance is improving. Somesar has an irregular attendance, and as the people have ceased to evince any real interest in the school, it will probably be necessary to transfer it to a more promising place. Milam, owing to the migratory habits of the Bhotiahs, is not likely to prosper. At Deolthal all the classes were full and well-taught. Chaupakhia was doing well. At Sialdey, to which the Titoh school was transferred in June last, all the classes below the first were full, but not sufficiently advanced in study. The appointment of an assistant teacher from the 1st of April will enable the headmaster to pay more attention to the middle classes. Pokhra is the best school of its kind in Garhwál. Kashipur passed one candidate at the last middle class examination, and the school is, on the whole, in a satisfactory state.

OUDH DIVISION.

79. The following is from the Inspector's report :—"There are 15 schools in Oudh which are teaching English up to the Calcutta matriculation standard, and which

are, therefore, entitled to be ranked as high. Of these 11 are Government zila schools, three are aided schools, and the last is La Martinière, Lucknow, which receives no aid from Government, and about which I shall have nothing to report. Lucknow is the only district in the province which has not its own Government zila school at head-quarters. In the Lucknow city this want is supplied by the aided school, which forms the school department of the Canning College.

"All high schools in Oudh, aided as well as Government, have primary and middle as well as high sections. The following statement shows how the classification stood on 31st March, 1881:—

Schools.	Lower primary section.	Upper primary section.	Middle section.	High section.	Total.
Government ...	522	412	289	204	1,427
Aided ...	443	215*	328*	156	1,142

* *N.B.*—The figures here given are correct according to Mr White's last return. But in the returns published in the Appendix, 76 have been included in the middle section of the Canning Collegiate school, who ought to have been included in the upper primary section This is owing to a mistake made in the Canning College office, which was not discovered in the Inspector's office until the annual statements were closed, and it was too late to change them.

"The following is a brief report on each of the high sections of the Government zila schools. But some allusion to each school as a whole cannot be altogether avoided, as all sections are under the same headmaster, and are taught in the same building.

Bara Banki.—The number of names enrolled in the high section is 14, in the middle 22, in the upper primary 30, and in the lower primary 48,—total enrolment 114. This is an increase of 17 as compared with the total enrolment on 31st March, 1880, and the proportions in each section, though still very unequal, are not so unequal as they then were. Two students were allowed to appear for the matriculation examination, of whom one passed in the first division and the other failed. The failed student has not withdrawn his name from the rolls, and will probably appear again. I found all the sections of the school in good order when I examined them in February, 1881. The school has profited by the revision of the staff of teachers, to which I alluded in my last report. The two additional class rooms, both of which had been so long needed, have at last been built, and the compound has been enclosed by a wall, which adds greatly to the privacy as well as to the appearance of the building. The same headmaster, Babu Hem Nath Majumdar, has been in charge, and the school continues to prosper under his careful management.

Unao.—The total enrolment is 144, of whom 23 are in the high section, 27 in the middle, 24 in the upper primary, and 70 in the lower primary. In all but the last the proportions are nearly equal. The attendance is very large for such a small town as Unao, situated, too, on the line of rail between two such important schools as those at Cawnpore and Lucknow. Four students were permitted to appear for the entrance examination, of whom two passed—both in the second division. I examined the school in August, 1880. All the teachers have worked well, and there are no signs of laxity of zeal anywhere. The students had not in all cases recovered even by August, 1880, from the effects of the virulent epidemic fever of 1879-80: and one of the most promising students of class I. died in June last from a relapse. There are 11 boarders in the school, and Mr. Mutti believes that the number would increase if proper accommodation existed. Mr. Dyson, the Deputy Commissioner, has kindly held out hopes of getting this want supplied through local funds within another year or two. The school-house is in good repair, but the space is not sufficient for the attendance, and two additional class rooms would be a great convenience to the headmaster.

Sitapur.—The total enrolment is 112, and the proportions are 13 in the high section, 21 in the middle, 29 in the upper primary, and 49 in the lower primary. The number of students in the high section is small in proportion to the numbers in other sections. But the headmaster, Lálá Sita Ram, has very properly resolved not to make any promotions prematurely; and the precaution in this case was very necessary. I examined the whole school twice, once in July, 1880, and once again in February, 1881. On the last occassion I found the primary and middle classes all in very good order; and on both occasions I found the 2nd class badly taught. A new second teacher has since been appointed. Five students were allowed to appear for the last entrance examination; but one was prevented from going up at the last moment from illness. None of them had been well-grounded in the 2nd class prior to their promotion to the 1st or entrance class. One, however, succeeded in passing in the 3rd division. The school is indebted to Seth Raghubar D[illegible] talukdar of the district, who gives a silver medal each year to the student who passes highest in matriculation. He was himself educated at the Sitapur zila school. The school-house has been lately re-roofed, and a boundary turf wall is now being made round the compound.

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Hardoi.—The total enrolment at the close of the year shows an increase of 13 boys upon the preceding year. The proportions are 25 in the high section, 29 in the middle, 36 in the upper primary, and 38 in the lower primary. The proportions are much more nearly equal than in most other zila schools; and yet the students (I am able to affirm) have not been prematurely promoted. Fee-receipts have increased by Rs. 52. Nine candidates were allowed to appear for the matriculation examination and five passed, all in the second division—a result which reflects much credit on the pupils and their teachers. There are no less than 26 inmates in the boarding-house. The building used for this purpose is much too small for the accommodation of so many inmates. Five more applications have been received, all from persons employed at different stations along the line of rail between Lucknow and Sháhabad. One application is from Alamnagar, a suburb of Lucknow. It speaks well for the reputation of the Hardoi school and for the management of its headmaster, Babu Ishán Chandra Banerjea, that parents should prefer to send their sons away from Lucknow to be educated for the matriculation examination. The sum of Rs. 500 has been kindly provided by the Deputy Commissioner, Mr. Quinn, for the improvement of the boarding-house, but more is still needed. The Assistant Inspector examined the school throughout in November, 1880, and I examined it myself in March, 1881. We found all the classes in creditable order.

Lakhimpur.—The enrolment has remained unchanged (88). A large attendance in such a small and secluded station can scarcely be expected. Of the 88 students 16 are in the high section, 18 in the middle, 27 in the upper primary, and 27 in the lower primary. The numbers as in the Hardoi school are well proportioned. There were eight students in the entrance class in December, 1880, of whom five appeared for the examination and four passed, one in the 1st division and three in the second. This is a very creditable result, and more than fulfils the expectation expressed in my last year's report, that the efficiency of the school would be restored on the return of its headmaster, Babu Mahendra Nath Datt. The student who failed has not left the school and intends appearing again. The Lakhimpur school has set the example to other zila schools in Oudh of taking up cricket; Mr. Gibson, the Deputy Commissioner, having very kindly provided the boys with a set of bats and wickets, and Major Murray with cricket balls. I examined the school in July, 1880, and the Assistant Inspector in February, 1881. Both of us found all the classes in an efficient state. The teachers have worked well, and the headmaster has exercised a careful supervision.

Fyzabad.—This is the largest of all the zila schools in Oudh, and the school has now fully reached the position in point of efficiency which was expected of it. The enrolment at the close of the year was 246, of whom 23 are in the high section, 51 in the middle, 77 in the upper primary, and 95 in the lower primary. The proportions are not at present as equal as they are likely to become, but in each section the students have passed well in the prescribed standards before they were promoted. Six candidates were allowed to go up for the entrance examination, of whom all passed, one in the 1st division, and the other five in the second. The only schools in the united provinces which have surpassed Fyzabad this year, are the Government schools at Benares, Allahabad, and Bareilly respectively, and the aided ones at Lucknow and Aligarh. The number of inmates in the boarding-house has risen from 15 to 25, of whom four are Government school scholarship-holders, one is a Government ward, and the rest are paying their own expenses. The boarders are still compelled to live in the Rája of Balrámpur's serai; but there is hope of obtaining a much more suitable building as soon as it is vacated by its present occupants, through the kind help of Mr. Woodburn, the Deputy Commissioner. The increasing number of boarders is a sure proof of the high reputation which the school has acquired, especially as the English-teaching schools at Akbarpur and Tanda, which used to supply pupils, no longer exist. I examined the school in February, 1881, and found every part of it in good working order.

Gonda.—The attendance and fee-collections at this school have been steadily rising. The total enrolment is now 126, and although the staff was increased by one teacher, the average cost per pupil has fallen by nearly Rs. 3. The proportions of students in the several grades of instruction are 22 in the high section, 32 in the middle, 40 in the upper primary, and 32 in the lower primary. The proportions are very well balanced. The school, however, has not had its usual success in the last entrance examination; nor, on the other hand, has it conspicuously failed. Eight boys were allowed to appear, of whom two passed, one in the second and the other in the third division. The entrance class was not a hopeful one, as I saw when I examined the school. It largely consisted of elderly students who had failed at other schools in previous examinations, and who fancied that their long connection with the matriculation course dispensed with the necessity of close application. The number of boarders has decreased; but it still amounts to 12. The headmaster, Babu Rám Mohán Banerjea, has received much support from the local authorities, especially Mr. Boys, who was Deputy Commissioner of the district up to the close of the official year.

Bahraich.—The total enrolment is the same as it was on 31st March, 1880. There are 19 students in the high section, 18 in the middle, 40 in the upper primary, and

43 in the lower primary, total 120. The average attendance has greatly improved, having risen from 81 to 91·5, and the fee-collections have increased by Rs. 60. Three candidates appeared for the entrance examination, all of whom passed, and all in the 2nd division—a very fair result. One of these, however, appears on the list as a teacher, on the ground of his having left the school where he had received his entire training only two months before the examination. This school, like the one last mentioned, has received much help through the attention paid to it by Mr. Ferrar, the Deputy Commissioner, who takes care to give employment to its ex-students whenever opportunities occur. I examined the school in January, 1881. The headmaster Babu Kálidás Mukerjea, has not only taught his own class well, but, what is almost equally important, he has exercised a careful supervision over the work of his subordinates, and teaches one lower class himself for an hour almost every day.

Rai Bareli.—The total enrolment, 129, is the same as that of last year, with the addition of one boy. In the high section there are 20 pupils, in the middle 31, in the upper primary 54, and in the lower primary 24. The average daily attendance has risen from 87 to 108, and this has considerably reduced the average cost of each pupil's education. Five students were considered fit to appear for the entrance examination, but one was unable to pay the admission fee, and another was compelled to attend some funeral ceremonies at Gya. The other three went up for the examination, and all passed, all, too, in the second division. This degree of success, though not above moderate in itself, considering the size and status of the school, is better than what the school has had for several years past. It is to be hoped that better results are still in store. Syud Amjad Ali, M.A., the late second master, has left the school to take up a professorship at Aligarh in the Anglo-Muhammadan College. His departure was much regretted by the headmaster, but his place is being worthily filled by M. Gya Prasad, lately transferred from Bahraich. There are now five taluqdars' sons studying in the school; and the social status of the students generally is higher than it has been of late years. I examined the school in November, 1880. In every class except the two highest there is great laxity of work and want of careful supervision.

Sultanpur—The total enrolment is 100, of whom 16 are in the high section, 17 in the middle, 30 in the upper primary, and 37 in the lower primary. There has been a decided improvement in this school both in the classification of the students and in the examination results: and thus the expectations expressed in my last report as to the recovery of the school have been fully realized. Four candidates appeared for the entrance examination, and all passed, one in the 1st division, two in the 2nd and one in the 3rd. Thus the Sultanpur school ranks in success this year with those of Lakhimpur and Hardoi. The school was provided with a small new boarding house last year, and there are at present seven inmates, four of whom are living there at their own expense. I examined the school in December, 1880. The classes have been well taught throughout, and the headmaster, Babu Madhu Sudan Mukerjea, has looked well after them himself. The school house has been re-roofed and is now in excellent repair.

Partabgarh.—There has been a general rise in the enrolment, the attendance, and the fee-collections. That total enrolment, on 31st March, 1881, was 120, of whom 13 are in the high section, 23 in the middle, 25 in the upper primary, and 59 in the lower primary. Four students appeared for the matriculation examination, of whom three passed, all in the second division, a very fair result, considering the smallness of the town, Macandrewganj, where the school stands. I examined the school in November, 1880. One or two classes had suffered somewhat from the absence of the 2nd master on account of illness, and the middle classes were not so prompt in their answers as usual. But the headmaster's own class was in excellent order. Mr. Eales, Assistant Commissioner, has taken much interest in the school since his arrival in the district, and gave a prize last year for the best essay in English on the subject of "Hindi *versus* Urdu." The school is also much indebted to Major Low, the Deputy Commissioner, for the care he has taken in giving employment to those students who have passed the educational tests prescribed by Government.

Since the change in the scholarship system, and from certain other causes to which I alluded in my last report, the share which the zila schools of Oudh are contributing to university education is not as great as it used to be. Last year, however, I am glad to say, there has been a marked change for the better. Since January, 1881, thirteen boys have joined the first-year's class at the Canning College, Lucknow, from zila schools; namely, one from Bara Banki, two from Hardoi, three from Lakhimpur, one from Unao, one from Rai Bareli, one from Bahraich, one from Fyzabad, and three from Sultanpur. Four of these have joined on Government scholarships, which they gained by passing in the first division at the last entrance examination; two or three more are maintained in Lucknow on local, that is, district, scholarships; and the rest have gone there at their own expense. This is a very great improvement upon the three years preceding. Of the 14 students who passed the First Arts examination last year from the Canning College, five had been educated at zila schools, namely, one at Unao, two at Gonda, one at Hardoi, and one at Lakhimpur. Of the seven who passed

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the last B.A. examination, one was from a zila school; Hardoi; of the three graduates who passed the last M. A. examination, all were from zila schools, namely, one from Sultanpur, one from Fyzabad, and one from Sitapur. The last two passed with honours, the Fyzabad graduate in English, and the Sitapur graduate in mathematics. Probably there are very few zila schools in any other province which, in so short a space of time, and with such a slender instructive staff, could show an equally brilliant result.

The three aided schools teaching up to the matriculation standard are the school department of the Canning College, Lucknow, the Raja-ka-Bázár school, managed by the Church mission, Lucknow, and the Balrampur school in Gonda district, maintained by the Maharajah. It may, perhaps, be possible to add to this list before long. The Centennial School, Lucknow, managed by the American mission, has commenced to form a 2nd or preparatory entrance class; and the Lal Bagh girls' school, managed by the same mission, is preparing students for the matriculation standard.

Canning Collegiate School.—The enrolment in this school on 31st March, 1881, was 660, of whom 221 are in the lower primary section, 117 in the upper primary, 211 in the middle, and 111 in the high. In the entrance class of 1880, which consisted of about 50 students, 30 candidates were sent up to the university examination, of whom 23 passed, six in the first division, 14 in the second, and three in the third. This is the highest number that the school has ever passed, the nearest approach to it being in 1870, when it passed 18. The most satisfactory feature of this result is that 20 out of the 23 are in the first two divisions. The credit of this success, (as the Principal reports), is due to the able and energetic headmaster, Babu Sarat Chandra. The second or preparatory entrance class is considered to be below par, especially in English composition, grammar, and parsing.

Raja-ka-Bázár School.—The total enrolment at the close of the year was 314, of whom 45 are in the lower primary section, 56 in the upper primary, 76 in the middle, and 37 in the high. Four candidates were sent up for the matriculation examination, none of whom passed. The manager reports that "the English entrance class proved a failure, owing to the poverty of the boys and the divided attention they gave to their studies; for, while attending the school, they spent the greater part of their time at home in writing applications and in looking out for employment whenever they could hope to be successful." This does not say much for the discipline preserved in the school, and the explanation given by the manager can hardly be considered satisfactory, especially as the grant-in-aid to this school was raised in July, 1880, from Rs. 150 to Rs. 175 per mensem, in the expectation of better results being secured. The school is divided from top to bottom into three parallel columns. Anglo-Vernacular, Urdu-Persian, and Hindi-Sanskrit. In each of these there is a high, a middle, and a primary section. Two pupils from the highest class of the Urdu-Persian column passed the Munshi examination of the Lahore College. This success may be considered as some set-off to the total failure in the matriculation examination. But the school was chiefly aided with reference to the standard of the Calcutta University. I hope to examine the school before the next grant-in-aid budget is prepared.

Bulrampur School.—The total enrolment on 31st March, 1881, was 168, of whom 77 were in the lower primary section, 42 in the upper primary, 41 in the middle, and eight in the high. The proportions are very unequal. The large preponderance of students in the lower primary section is chiefly due to the lower members of the staff being very badly paid; consequently the teaching is inferior, and the students are not qualified for promotion as fast as they might be. As there was no 1st class in the year 1880, no candidate appeared for the matriculation examination. Since January, 1881, an entrance class of five students has been formed, and is doing well so far. I examined the school near the end of January, and found more reason to praise the work than to condemn it. The headmaster, Pandit Vishwa Nath, has certainly made the most of the materials at his command; and there is reason to hope that some of his entrance students will pass in the next examination. The fee-receipts have increased since the previous year by Rs. 10; and the health and behaviour of the students have both been good.

The above remarks apply chiefly to the success or failure of the 1st classes in the entrance examination. The 2nd classes are intended to be feeders to the first; but considered in this light, their condition, as a rule, is not satisfactory. Mr. White, the Principal of the Canning College, examined his 2nd school class in December, 1880, and found that the students were lamentably weak in English composition, spelling, and parsing; so weak that they were not competent to study history, geography and other subjects through the difficult English text-books prescribed by the university for the entrance examination. My own experience of the state of the 2nd classes at Government zila schools is much the same as that which Mr. White has recorded regarding the 2nd class at his own school. The teachers of this class plead that the middle school examination does not profess to test the fitness of students for promotion to their class, but for admission to the Government service, and that hence the instruction given in the 3rd class does not adequately prepare them for entering upon a two years' course ending with matriculation.

MIDDLE SCHOOLS, ENGLISH.

80. "In the year under report the number of middle sections teaching English and the number of scholars enrolled on 31st March, 1881, were the following:—

Year.		Number.	Enrolment.
I.—Government	1879-80	11	523
	1880-81	11	289
II.—Aided	1879-80	10	558
	1880-81	8	424
III.—Unaided	1879-80	3	126
	1880-81	1	18
Total ...	1879-80	24	1,207
	1880-81	20	731

It has been found necessary to relegate to the upper primary section class V., which formerly was counted in the middle section. This correction in the mode of grading the classes has reduced the number of middle sections at private schools from 13 to 9, and lowered the middle enrolment in all schools from 1,207 to 731. In the upper primary section the subject of arithmetic is virtually completed. In the middle section the teaching of Euclid and Algebra is commenced. This is everywhere recognized as the chief mark of distinction between the primary and the middle grades of instruction.

As I reported last year, all the Government Anglo-vernacular schools at tahsil stations, 18 in number, were transformed into vernacular ones in the last quarter of 1879-80. This year, therefore, the only Government schools to be noticed under this head are the 11 middle sections of the 11 zila or high schools. The following is a brief report on each:—

Bara Banki.—The middle section in December, 1880, consisted of 19 students, of whom nine were in the 3rd class. Six candidates were sent up, and three passed, one of them standing high enough to obtain a Government scholarship. The class was taught all its subjects throughout the whole year by the 3rd master, M. Brij Mohan Lal; his pupils have done him credit. Except for three failures in mathematics all the candidates would have passed.

Unao.—The middle section in December, 1880, consisted of 28 students, one-half of whom were in the 3rd class. Of these 14 students, six appeared for the middle school examination, and two passed—one of them high enough to obtain a scholarship. The class throughout the year was taught by M. Janki Prasad, the 3rd master. The results of his teaching were not so fortunate last year as usual.

Sitapur.—The middle section in December contained 18 students, one-half being in the 3rd class. Of these nine students five were considered fit to appear for the examination, and their names were entered on the list submitted to the Director's office. But some underhand influence was used to deter two of them from going up, much to the disappointment of the head and third masters; for they left the school without giving any good reason for doing so, before the examination commenced, and rejoined it again in January, 1881, in the 2nd or preparatory entrance class. Of the three who actually appeared all passed, and two high enough to obtain Government scholarships. The class was taught throughout the year by M. Anni Lal, the 3rd master, who has well deserved his recent promotion to the 2nd mastership.

Hardoi.—Thirty pupils were enrolled in the middle section in December last, of whom 15 were in the 3rd class. All of these were sent up for the examination, whether they were considered fit to appear or not. Of these 15 students, ten were believed to have a good chance of passing; but only two were successful in fact, eight having failed in history and geography and 12 in mathematics. One of the successful candidates passed high enough to obtain a scholarship. In English there was only one failure, and in the second language only four. The class, as a whole, was much discouraged by the result of the examination; and the headmaster reports that there was no lack of industry or intelligence on the part of the students, or of energy and care on the part of their teacher.

Kheri.—The middle section at the Lakhimpur zila school contained 21 students in December last, of whom eight were in the 3rd class. Two were ill at the time of the examination, and the remaining six went up. Of these, three passed, one obtaining a scholarship. The credit of this result is divided between M. Kanhaya Lal, the 3rd master, who taught them English and Mathematics, and M. Nazar Husain, the 2nd master, who taught them history and geography and the 2nd language.

Fyzabad.—There were 57 students in the middle section in December, 1880, and of these 26 were in the 3rd class. Mr. Budden, the headmaster, sent the whole class up, good and bad together, as the headmaster of Hardoi also did. Of the 36 who went up, eight passed. The school has never had such a good result before. In English there were only eight failures out of the 26 candidates; in history and geography, (taught by M. Mahesh Prasad), only one; in the second language only six.

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It was in mathematics only that the number of failures greatly exceeded the number of successes.

Gonda.—There was an enrolment of 25 students in the middle section in December last, of whom 13 were in the 3rd class Babu Ram Mohan Banerjea, the headmaster, sent them all up, without exacting any preliminary test. Only one passed. But the success of the class was in reality much better than this result would appear to imply. No less than 11 out of the 13 passed in the English paper; six passed in Persian, and six in history and geography. The failure in this, as in most other schools last year, was in mathematics,—in which subject only one passed. The class was entirely taught by Haji Abdul Rahim, the 3rd master.

Bahraich.—The middle section in December last contained 16 students, of whom seven were in the 3rd class. All of these were sent up to the examination, and three passed—two of them high enough to obtain Government scholarships. The result is very creditable to M. Ali Hasan, who taught the class in all its subjects, including the 2nd language.

Rae Bareli.—The middle section contained 28 students in December last, of whom 17 were in the 3rd class. Of these, 11 only appeared at the examination; and of these eleven, only two passed. The result is by no means satisfactory. There were not only nine failures in the mathematical paper—the rock on which most other schools split last year—but there were also seven failures in English; and this was a much larger proportion than the number of failures elsewhere. In the English paper the percentage of failures in the zila schools of Oudh was only 21·6. In the Rae Bareli school it was no less than 63·6, or about three times the average. This result does not speak well for the kind of teaching given in the middle classes. It is chiefly owing to the backward and neglected state of these classes, that the results of the entrance examination in this school have been below par for some years past.

Sultanpur.—The middle section contained an enrolment of 14 in December last, of whom 10 were in the 3rd class. All of these went up for the examination. Half of them passed in every subject except mathematics; but in this paper all failed; some, however, only by three or four marks. The result, therefore, was more disastrous than the industry of the students and energy of their teacher deserved. Had the mathematical paper been more manageable, about half the candidates would have been successful.

Partabgarh.—The enrolment in the middle section in December last consisted of 18 names, nine of which were in the 3rd class register. Eight candidates appeared for the examination, five of whom were considered good scholars. All failed. Here, again, the disaster was chiefly in one paper; the mathematical. In other subjects half the candidates passed. The teacher, however, cannot be altogether excused for the entire failure of his pupils in mathematics, even if every allowance is made for the difficulty of the paper.

There were three middle sections at aided high schools in the year under report. These three sections together sent up 56 pupils for the last middle school examination. The following is a brief report on the salient points connected with each section or school.

Canning Collegiate School.—The middle section in December, 1880, had an enrolment of 180 students, of whom 93 belonged to the 3rd class. In January, 1881, thirty-six were promoted from the 3rd class to the 2nd, but only one-sixth of the number passed the departmental middle school examination held at the end of 1880. The number of candidates who were allowed to appear was 39, of whom six passed; and of these three passed high enough to obtain scholarships. The only other schools which obtained as many or more scholarships were those at Agra, Meerut, and Banda. The result, however, was very disappointing to the teachers and to the students; and the Principal, Mr. White, is by no means satisfied either with the nature of the subjects prescribed for the middle school examination or with the quality of the examiners by whom the questions are set and the answers valued.

Roja-ka-Bazar School.—The middle section in this school in December, 1880, had an enrolment of 59 students, of whom 28 belonged to the 3rd class. Many of these, however, belonged to the vernacular and oriental departments of which this school is partly composed; and consequently the number of candidates for the Anglo-vernacular examination was much smaller. The precise number of candidates was 13. of these three passed, one high enough to earn a Government scholarship. This success, though moderate only, is the best that the school has had since the examination was established. In the previous year it passed only one candidate out of 13.

Balrampur School.—The enrolment in the middle section in December, 1880, was 29, of whom 10 were in the 3rd class. Four of these were selected to appear for the examination. All failed in Persian and mathematics, but two of them passed in English. Though the result was disappointing to the teachers and students concerned, yet the success in English shows that good work had been done. The headmaster speaks highly of the industry of his teachers, and my own opinion on examining their work was not less favourable.

81. In the year under report there were five aided schools of the middle grade, two of which sent up pupils for the last middle school examination.

Mahmudabad.—The middle section in this school in December, 1880, consisted of seven pupils of whom four were in the 3rd class. Of these one candidate went up for the examination, who failed in two subjects out of four. This school consists of two distinct departments, one Anglo-vernacular and the other Perso-Arabic. Hitherto the school has been much too weak on the English side to prepare students properly for the middle class examination. Since the commencement of the new official year the staff on the English side has been strengthened, and that of the Perso-Arabic department (which has never done anything yet for the credit of the school) has been reduced to smaller dimensions. It is hoped that with these changes the school will do better in future examinations. The main supporter of this school is Raja Amir Hasan Khan, who was formerly a student of the Canning College, Lucknow.

American Mission Schools.—The remaining four schools are managed by the American mission; the first three in Lucknow, and the 4th in the neighbourhood of Sitapur. The Centennial school is largely attended by East Indians; and as the middle school examination is only adapted to native students, the 3rd class of this school could not send up any candidate. Latterly the school has commenced to form a preparatory entrance class, which at present consists of 16 boys; and the manager reports that the boys, who are promoted from Nakhas and other schools in Oudh of the same mission, will be transferred to the Centennial school to prepare for the entrance examination. The Nakhas school sent up four candidates for the last middle school examination, and passed one, the other three having failed both in English and mathematics. The Sadar-Bazar school scarcely contains a middle section, having merely six students in the 4th class, and apparently not aspiring to form a third. The Khyrabad school, too, has only six students in the middle section, of whom one is in the 3rd class. This school sent up one candidate last year for the examination, who failed in two subjects out of four.

Centennial School.
Nakhas „
Sadar Bazar „
Khyrabad „

The only unaided school containing a middle section on which I have occasion to report this year, is the Bhinga school in Bahraich district, supported by Raja Uday Pratap Singh. This school, too, has been in receipt of a Government grant since 1st April, 1881. So in next year's report it will come under the class of aided schools. In the middle section the total enrolment in December, 1880, was 18, of whom 11 were in the 3rd class. Four students appeared for the last middle school examination, and they did creditably in every subject except mathematics, a result which should not prove discouraging to the headmaster, P. Badri Narayan Misra.

There are two more unaided schools in Oudh which have commenced teaching English, and aim at carrying the curriculum above the primary standard. These are Ikauna and Baundi, both in the Bahraich district and both under the management of the Maharajah of Kapurthala. At the request of the headmaster, I examined the Ikauna school in January, 1881. As the school had been only open for about a year before that time, I considered that the progress made was creditable to the headmaster and his staff.

MIDDLE SCHOOLS, ENGLISH, FOR GIRLS.

There are two aided girls' schools in Oudh teaching English up to the middle standard. These are La Martinière and Lal Bagh, both in Lucknow. There is also an unaided school in the same city, the Loretto Convent, but it submits no return to this office.

At the two aided schools the classification at the end of the year under report was as follows:—

	Lower primary.	Upper primary.	Middle.
La Martinière	24	13	10
Lal Bagh	34	15	25

La Martinière School.—This school has made great progress since my last report was written. On 31st March, 1880, besides the usual strength of foundationers and demi-foundationers, who are maintained wholly or in part by charity, there was only one boarder, who was paying for her own education, and only three day-scholars. On 31st March, 1881, there were 14 full-paying boarders, and seven day-scholars, paying according to the prescribed rate. Since then three more boarders and one more day-scholar have joined, and fresh applications are still coming in. The school has never had so many boarders as it has at the present time.

One reason of the improvement thus made is that the omnibus charges, the boarding fees, and tuition fees have been brought back to what they originally were, and the enhanced rates, which were higher than the parents could pay, have been cancelled. A new prospectus announcing these changes and containing certain other provisions of a like useful nature was prepared, printed, and circulated; and some of the old boarders have now rejoined. Credit is also due to the efficient teaching given by

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Miss Pennington, the headmistress, and her assistant, Miss Mayes. I examined the school, as usual, in October last, and found that the classes had been well taught in almost all their subjects. Five girls passed in the middle standard, five in the upper primary, and seven in the lower primary. The training given is of a useful nature. The girls cut out and make up their own clothes, and are practised in keeping account of the table expenses, and in giving out the daily stores. Since the close of the year two new teachers have been added to the staff, an addition which was very urgently needed, as it was impossible for only two teachers to manage so many classes.

Lal Bagh School.—This school, at the close of the year, contained 30 East Indians and 44 native Christians. Every girl in the school learns both English and Urdu; 14 are learning Hindi besides, and one is learning Bengali. The school was examined at the beginning of the past official year by the Assistant Inspector, assisted by Miss D'Abreu, the Deputy Inspectress. Properly speaking, it is something more than a middle school; for, at the time when it was examined, there was an entrance class of two, and a preparatory entrance class of five. The girls showed a fair knowledge of Euclid as far as the 10th proposition of book I, and of Algebra as far as division; none, however, appeared for the last entrance examination, and it would therefore be premature to class the school as high. In Urdu the girls throughout the school were not less proficient than in English; and in this respect the school has set an example to La Martinière, where no language but English is taught. The school is a most useful institution to the class for whom it is intended; and it has well deserved its increased grant of Rs. 100. Girls of East Indian origin are here boarded and taught at less than half the cost which is usually charged elsewhere. The school is managed by the American mission, and Miss Gibson has been headmistress during the year under report.

MIDDLE SCHOOLS, VERNACULAR.

83. "In the year under report there were 52 Government schools, which have either formed a middle section already, or have been provided with a middle grade establishment, but have not yet had time to form the middle classes. Of these 52 schools, 35 are of old standing. The remaining 17 are the new vernacular schools, which, up to March, 1880, were Anglo-vernacular, and which entered upon their new career as vernacular ones on 1st April, 1880.

84. "The above schools are not at all equally distributed among the 12 districts of the Oudh Province. But this is a fact over which the Educational Department has no control. The distribution of schools is determined by the number of towns the population of which is large enough to supply a sufficient number of new recruits as the old ones leave.

In the Lucknow district there are four schools, in Bara Banki seven, in Unao eight, in Sitapur four (with two more that have been added since April, 1881), in Hardoi eight, in Kheri five, in Fyzabad three, in Gonda four, in Bahraich two, in Rae Bareli three, in Sultanpur two, in Partabgarh two. It might perhaps be possible to reduce one or two schools in Unao district, or to add one or two more in Rae Braeli; but, in the main, the above numbers are not likely to vary much in future years from what they are. For instance, in the Partabgarh and Sultanpur districts there are no pargana or tahsili towns with as many as 4,000 inhabitants each; whereas in certain other districts like Bara Banki, Unao, and Hardoi, there are seven or eight such towns, and many of them with from 5,000 to 8,000 inhabitants.

85. "The following statement shows the comparative classification at the 52 schools under report, as it stood on 31st March, 1880 and 1881, respectively.

Year.	Lower primary.				Upper primary.			Middle.	
	Class VII.	Class VI.	Class V.	Total.	Class IV.	Class III.	Total.	Class II.	Class I.
1879-80 ...	921	478	518	1,917	536	419	955	287	229
1880-81 ...	1,282	744	641	2,667	508	407	915	251	164

There is thus an increase of 750 in the lower primary section, a decrease of 40 in the upper primary, and a decrease of 101 in the middle. The variations are all in the wrong direction. Beginners have multiplied, and middle grade students have fallen off. There is an increase in the total enrolment amounting to 609.

The reasons for this annually decreasing attendance in the middle section will be described hereafter. But I may at once explain that the decrease in the past year is not wholly real. It was caused to some extent by the revision of the primary school curriculum, which took effect in the middle of the year 1880, and by the enforcement of a stricter system of promotions from the primary to the middle school classes. In my tour of 1879-80, which I commenced immediately after my return to Oudh in November, 1879, I found that no steps had been taken up to that time for

adapting the primary school curriculum to the graded scheme of lower primary and upper primary standards, which was prescribed by Government order in January, 1879, for the guidance of the department. The lower primary standard was too high for our 5th class and too low for our 4th; and so it belonged properly to neither. The settlement of this and other points necessitated an entire revision of the primary school course. This work was taken in hand, as soon as I had sent up my annual report and statistics in June, 1880. The lower primary standard is now assigned definitely to class V. and the upper primary to class III., as the statement in the preceding paragraph shows. As it was not possible for most schools after six months' work to complete the prescribed courses by the end of that year, 1880, the usual annual promotions, which take place in January, were stopped, so that the system might be brought at once into regular working order. This partially accounts for the deterioration in the enrolment on 31st March, 1881. Few students were promoted to the middle section, and the number of students who have left classes IV. and III. exceeds the number who have been promoted to take their places. Meanwhile several new students have entered the lowest class.

86. "The results of the last middle school vernacular examination were not at all favorable to the Oudh schools. In this province village schools never teach beyond the primary school curriculum, as they do in the North-Western Provinces. Middle grade teaching is, therefore, confined to the tahsíli or town schools. Of the 52 schools of this grade 35 only sent up any candidates. The remaining 17 schools (about half of which were the transferred Anglo-vernacular schools of 1879-80) had no 1st class in November last, and it is only from the first class that candidates can be sent up. The total number of students presented from the 35 schools was 156, of whom 29 only passed, two in the first, 10 in the second, and 17 in the third division. The schools which did best were Akbarpur, Malihábád, Jagdispur, Salon, Colonelganj, Paraspur, and Partabgarh.

If all schools had done as well as these, the general result would not have been a bad one. The Akbarpur school takes the lead in the province, having passed four candidates. The others are mentioned in the order of merit, Malihabad, Jagdispur, and Salon passed three candidates each, and the remaining three schools two each.

87. "The failure which I have thus been compelled to record arises from several causes, some of which are local or special, and others general. I shall enumerate the former ones first. At some schools (and this especially applies to Pihani, Kheri, Jarwal and Bihar) there was much sickness from cholera and fever in the summer and autumn months. During this time attendance became irregular, and attention to work desultory. The same cause marred the success of the Partabgarh school, some of the candidates from which were still suffering from fever while the examination was in progress. At other schools there has been mismanagement and careless work on the part of the teachers; and though changes were made in the staff, the injury done to the schools could not be repaired in time. This remark especially applies to the Chauk school in Lucknow, to Aurangabad, Bari, Jalalpur, Barwar, and Bawan. At a great many schools, as I reported in the previous paragraph, no first class existed, and hence no candidates could be sent up. At *all* schools, as I mentioned in my report for the year 1879-80, the middle class curriculum, as required for the present middle class examination, was new, having been drawn up only in March, 1880, and hence the students could not be well prepared by the November following. Lastly, the mathematical paper in the last examination was an exceptionally severe one. In the North-Western Provinces, where modern studies have had time to take deeper root, there were 490 failures in this paper alone, and the percentage of passed candidates fell in consequence from 46·7 to 32·1.

In the newer province the number of failures in this one subject was 114, which left only 42 candidates who had any chance of passing the examination.

88. "The other causes to which allusion was made, are of a more general and permanent character. (1) The present middle class standard which was introduced into Oudh with the amalgamation, is not as popular as the old one was. It allows no place for Persian; but next to English there is no language so popular in this province, perhaps even it is the more popular of the two. In every Urdu-teaching school we are compelled to admit Persian into the curriculum, for no middle section could be kept up without it. But all the time that is spent in reading Persian books is wasted so far as the success of the candidates in the middle class examination is concerned. Again, the questions set in the mathematical papers are more searching, and exact a more perfect knowledge than the students and teachers of this province have been accustomed to. And, lastly, it requires them to study experimental science without seeing experiments, for there is not a single school in Oudh which has been provided with the necessary apparatus and materials for explaining the prescribed primer on physical science.

(2) Another cause of failure is that our middle class teachers are not as efficient as they should be. They were competent to teach what was required of them by the old standard; but the experience of the last three years has proved that they fail to qualify their pupils successfully for the new one. They have no real taste for science and mathematics; and where teachers are indifferent, they excite no taste or enthu-

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siasm in their pupils. As I explained in my last annual report, they were originally *maktab* men, who had no traditional respect or hereditary aptitude for those modern studies on which the present middle school standard lays especial stress. Their real taste is for Persian literature which the present middle school standard excludes altogether. The only decisive remedy for this is to establish a central Normal school, the exclusive function of which will be to qualify men for upper grade vernacular teacherships (for, as regards the training of men for lower grade or village teacherships, the province is already well-provided). An entirely new class of teachers can thus by degrees be formed, and some of our younger men who are at present employed can be sent on a deputation allowance to be re-trained. I have lately submitted my proposals to the Director with this object in view.

(3) The fee system which came into force with the amalgamation, and the change in the scholarship arrangements which came in at the same time, have both helped to lower the attendance in the middle classes, and hence an increased and still increasing difficulty is felt in keeping up the first class, from which alone candidates can be sent up for the annual examination. I mention these facts, not because they are distasteful to myself (a motive which has been erroneously ascribed to me), but because my report on the state and prospects of education in Oudh would be incomplete and incorrect if they were ignored. By the old system students paid according to their income. Some even paid nothing. Some paid up to 8 annas or more. By the new system a uniform fee rate of 2 annas per mensem is charged to all alike. Again, scholarships tenable for one year used to be given on the results of a second class examination, and by this means competition was stirred up and students had more ambition and more inducement to enter the first class. These scholarships have now ceased. Our middle vernacular schools therefore are undergoing a transition. They are passing from an old situation to a new one, and the changes thus far (not permanently I trust) have been detrimental to their progress. Our students have not only lost the scholarships they were accustomed to, but they are asked to pay more for being instructed in subjects which they like less. A fee of two annas a month may seem a very modest demand, and so it is in the case of some, and especially of those who can afford to pay more. But there are others who find it very difficult to pay so much. Any one who has seen the depressed condition of many of the tahsíli and pargana towns in Oudh will readily believe this. The former prosperity of many of these towns was intimately connected with the late native Government, for a large number of their inhabitants were in the civil and military service of the king. These establishments were almost all broken up with the advent of British rule; and the office-holders having no trades or industries to fall back upon, and being too proud to resort to such callings, even if they could, reverted to poverty and private life. Moreover, some of the old branches of native industry have decayed, through the demand having ceased; the shields, for example, for which the Gonda workmen were once so famous, are no longer in request, and hence the trade has died out. Manufactures, which were once protected against competition from without, have not been able to hold their ground against foreign goods. Towns like Tanda, Akbarpur, Shahabad, and others, which once had a flourishing trade in hand-made stuffs, have been almost pauperized by the cheaper machine-made goods of Manchester. Towns like Mallawan, Purwa, Mohan, Malihabad, and others, which were once the abodes of civil and military officers in the service of the king, have lost most of the signs of their ill-gotten wealth. Large public buildings and private mansions have fallen into decay. To collect a voluntary fee-rate of two annas a month, in places which have not yet recovered from the effects of annexation, must obviously be a matter of much difficulty, especially when, in addition to this, the middle class standard is not popular, and the results of the examinations have hitherto been very discouraging. Towns like Nawabganj (Gonda), Colonelganj, and others, where an active grain-trade is carried on, are probably more prosperous now than they formerly were. But in such places the principal residents are mahajans and banyas, a class of men who seldom send their sons to our schools, as they consider our system of education to be unpractical and useless. In the North-Western Provinces the fee-rates prescribed for tahsíli and pargana schools are the same as those prescribed for similar schools in Oudh. But at halkabandi schools in the North-Western Provinces, fees are seldom or never charged, and hence those students who are receiving a middle class education at such schools, are paying nothing for it. No less than 312 candidates in the North-Western Provinces appeared for the last examination from halkabandi schools alone; and this was exactly double the number of candidates that appeared in Oudh from all the tahsíli and pargana schools put together. The former were free students: the latter paid fees. In fact the middle class halkabandi students in the North-Western Provinces at the present day are exactly in the same position as the free students at middle class schools in Oudh used to be until their attendance was prohibited in 1877. To say that the former are exempted from paying fees because they are agriculturists, does not seem to be a strong argument. For most of the residents at tahsíli and pargana towns in Oudh are more connected with agriculture than with any other kind of industry; in fact agriculture is almost the only source of prosperity remaining to them.

(4) The poverty of most of the town residents in Oudh leads to another result, which is equally unfavorable to the progress of our middle class vernacular schools. A boy when he has reached the age of 12 or 14 is expected by his parents or relatives to do some work which will aid in the support of himself and them; and so he leaves school. But this is the very age at which a lad of average ability would be promoted from the primary to the middle section, if he remained at school. Thus, even if no fee were charged in the section last named, there would be a constant tendency on the part of the poorer boys to withdraw their names at this stage. If he leaves school, he can do something to earn his bread. If he remains at school, he is not only debarred from earning his bread, but incurs the expense of buying a new stock of books and paying a monthly fee It is easy to see to which side his choice must incline, especially if the instruction, for which he is asked to make this sacrifice, is not as suited to his tastes as it used to be.

89. "Several causes have thus combined to reduce attendance at the middle sections in our vernacular schools. It was for this reason that about a dozen schools were reduced to the primary grade in 1879-80. In the year under report, though none but the most promising schools have now been retained, the enrolment in the middle sections has shown a tendency to fall rather than to rise.

The following statement shows the variations of enrolment from quarter to quarter :—

Schools.	*Enrolment in middle sections on*				
	31st March, 1880.	30th June, 1880.	30th September, 1880.	31st December, 1880.	31st March, 1881.
35 Old schools ...	413	369	346	387	300
17 New schools ...	103	116	108	141	115

Thus in the 35 schools of old standing, there has been a steady decline in each successive quarter since 31st March, 1880. In the 17 new or lately transformed schools, the progress made is almost imperceptible—nothing like what might have been expected and hoped for after a full year's work. The new schools have increased in the lower sections, where the fee is less, the teaching more efficient, and the curriculum more easy and less at variance with the prevailing taste: but in the middle section, where the fee is higher, where the teaching is less efficient as a preparation for the middle class examination, and where the curriculum prescribed for that examination is less suitable to the tastes of the students, there is no corresponding increase. I do not desire to see the fee system changed. If the present middle class standard can be modified and if the teaching can be made more efficient through the agency of the proposed Normal school, a change in the fee system may not be necessary.

90. "I need only add, in conclusion, that the deterioration of the middle sections, tested as it is partly by their decreasing success in the middle class examination, and partly by their decreasing attendence, is not due to any neglect or want of careful supervision on the part of the controlling officers. Deputy Inspectors are fully conscious of the unsatisfactory condition of this part of their respective charges. All have visited and inspected their respective schools four or five times in the year. Most of them have held written quarterly or monthly examinations of the 1st class, in the hope that the candidates from this class might do better in the public examination. Nor has there been any lack of attention on the part of the Assistant Inspector or myself to watch the progress of these schools and to provide them with the best teachers at our command. Twenty-eight of these schools were inspected by the Assistant Inspector last year, and eighteen by myself. District officers, too, have done much to assist our efforts. Mr. Benett spent over two hours in the Colonelganj school, examining the different classes in detail. Mr. Woodburn held a meeting of the weavers of Tandá and Galalpur, and recommended the schools to their attention. Other district officers have helped us by visiting the schools and encouraging the students. The following extracts from remarks by visitors will show that the department is doing the best it can to lay a good foundation for the middle classes in the new or transformed schools: "In reading, writing, and arithmetic I found the instruction at Colonelganj remarkably good, the higher boys reading both Urdu and Nagri with the most complete intelligence. Even the lower boys in the fifth class wrote from dictation a short passage of Urdu, for which they were wholly unprepared, without a mistake:" (Mr. Benett). "I heard some of the senior boys at Sandila read both the Persian and the Nagri character, which they did fluently; and I asked them some questions on the maps of Europe and Asia with which they seemed well acquainted:" (Colonel Macandrew).

91. "The Rajá-ka-Bázár school (aided) is of a triple character throughout, as I have already reported, Anglo-Vernacular, Urdu-Persian, and Hindi-Sanskrit. The

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two branches last named sent up five candidates for the last examination, two of whom were from the Urdu-Persian, and three from the Hindi-Sanskrit. All five were plucked in physical science and mathematics.

92. "Up to the 31st March, 1880, an Anglo-Vernacular school existed at Ajodhya, the most sacred, according to the well-known Sanskrit Sloka, of all the cities in India. In the general reduction, or rather reconstruction, scheme which was then carried out, the English school, (which had all along been a conspicuous failure) was abolished, and a Sanskrit school established in its place. The new school has thus had one year's clear existence. As its pupils have not yet been able to appear for any recognized public examination at Lahore or Benares, I am compelled for the present to class it as a middle school. The staff consists of three Pandits, on Rs. 40, 30, and 20 respectively, the headmaster being Pandit Debi Parshad, to whose careful management and good sense the success of the school up to the present time is chiefly due. The school opened with only seven students: at the close of the year under report there were 45, and this attendance has been maintained through the greater part of the year. The 45 students may be divided into three classes. The first consists of nine students, who have been preparing thus far for the Pragya examination of the Panjáb University College; the second of 20 students in preparation for the first; and the third of 16 in preparation for the second. The Ajodhya school was visited during the past year by Dr. Thibaut, the Principal of the Benares College, who examined several of the students, and left a very favorable notice of what he saw in the visitors' book. An effort has been made from the very first to organize the teaching on a methodical footing, and to distribute the pupils in classes, a practice which I have seen in no other Sanskrit school or college in India. The chief difficulty under which the school labours at present is that the students who flock into Ajodhya from several surrounding districts, are attracted to the private patshalas where a liberal maintenance is provided for them by the beneficence of some rich man. There are no less than eight such patshalas in Ajodhya, all under teachers of established reputation, some of whom have salaries three or four times as high as those provided for the staff of Pandits at the Government school. This difficulty has been to some extent removed through the kindness of Mr. Woodburn, the Deputy Commissioner, who has established 16 scholarships from subscriptions. A boarding house is about to be commenced for the accommodation of students who have no house in Ajodhya. A Hindi preparatory school was opened on 1st April, 1881, for the benefit of those who reside on the spot. This will prepare students for admission to the Sanskrit school proper."

PRIMARY INSTRUCTION.

SECTION V.—PRIMARY INSTRUCTION.

93. Primary schools, English and Vernacular, are tested by the upper and lower primary examinations, and detailed accounts of their general condition are given in the Inspectors' reports which follow, and, for the North-Western Provinces, in the reports of the district school committees, portions or abstracts of which are published as an appendix to this report. The number of primary schools has decreased, as is shown in the statistical returns, chiefly in consequence of the closing by the committees of thinly-attended and almost useless schools, but there is considerable improvement in the number of pupils and in their average daily attendance. The number of students who have passed the upper primary examination has increased, but fewer have passed the lower standard than in 1879.

94. The Inspector of the Meerut Division reports as follows:—

"The following table gives the general results of all primary school examinations.

EXAMINATION TABLE.

Class of institution.	No. of institutions sending examinees.	No. of examinees.		No. passed.	
		Upper primary.	Lower primary.	Upper primary.	Lower primary.
Government schools	11	152	166	81	92
Aided (English)	8	95	76	43	44
Aided (vernacular)	4	...	40	...	32
Tahsili, pargana	...	...	...	...	...
Halkabandi and municipal	660	924	2,640	477	1,432

The primary divisions of high and middle schools have been sufficiently noticed. I proceed to notice primary schools proper.

Government Schools (Municipal).—These are six, Hapur, Bagpat, and Baraut (Meerut), Kandhla and Kairana (Muzaffarnagar), and Deoband (Saharanpur). These are simply primary schools, and will be useful, if, instead of trying to pass for middle schools and neglecting their primary classes, they will send their passed candidates, upper primary, to the nearest middle school. Their total roll on 31st March was 173.

Six of their candidates passed the upper primary and 14 the lower primary school examination.

(*Aided English*).—These are the four railway schools at Ghaziabad, Aligarh, Saharanpur, and Mussoorie. The last is omitted from the annual returns, no statistics having been furnished by the Superintendent, although applied for more than once. The same happened last year.

Ghaziabad Railway School.—The Rev. Mr. Westerhont superintends this school, and Mr. and Mrs. Stedman and their two daughters are the teachers employed. This arrangement, which makes a male teacher the head of the teaching staff, is worthy of imitation in other mixed schools of the kind. The roll comprised eight boys and 12 girls, and 15 of both were present. The teaching is fairly efficient. One pupil out of three passed the upper primary and three out of four the lower primary school examination.

Aligarh Railway School.—The average daily attendance had been about 13. The roll was made up of 12 boys and six girls, the total number present being 15. Since last inspection the eldest boys have been placed under male control, so that the school now has a master and mistress. The tuitional results are poor, but they will doubtless improve as the school gets used to the Government standard for measuring progress in reading, writing, and arithmetic. There are only lower primary classes at present, and one out of four pupils passed the lower test. Most of the children are very young.

Saharanpur Railway School.—The average daily attendance had been 19. Eleven boys and 13 girls were entered on the roll, and the number present was 19. The highest class in the school was the preparatory class upper primary, and the single boy in it was very fair in reading, writing, and arithmetic. Five pupils came up for the lower primary school test and all passed. The school has improved since last inspection.

Sind, Panjab, and Dehli Railway School, Mussoorie.—Mr. Constable saw this school in October. The roll had decreased by 10 since last inspection, leaving a total of 16, or nine boys and seven girls. The tuition fee is from 10 to 15 rupees a month, and yet parents seem reluctant to send their children. The teaching was fair, and school accommodation ample for the present number of pupils.

Aided (*vernacular*).—These are the orphanage schools at Roorkee and Saharanpur, the Annfield School, Dehra Dun, and Mission School, Bulandshahr.

Roorkee Orphanage School.—This school for male orphans is carefully supervised by the Rev. Mr. Hoppner. Its roll comprised 57 orphans, 10 native Christains, and one Hindu. Though aided as a vernacular school, it teaches both English and the vernacular. A yet more hopeful feature is the fact that the most advanced pupils, on finishing their school career, have to attend the Roorkee workshops, where they can graduate as carpenters, blacksmiths, firemen, &c. Judging from the attainments of the pupils still learning to read, write, and cipher, the school must be content for the present to rank as primary. Ten of the most advanced passed a fair examination in the three Rs as far as they had gone, and next year they may go up for the upper primary school examination. Sixteen came up for the lower primary test, and 11 passed.

Saharanpur Orphanage School.—Here, as at Roorkee, all the orphans are boys, but the instruction is only in the vernacular. The highest class is the preparatory class upper primary, and next year it should be able to pass the higher primary test. Five boys were examined by the lower standard and all passed.

Annfield School, Dehra Dun.—This is a mixed school of 55 boys and 63 girls, all Christians, who live in three Christian villages about. The school is in immediate charge of a native pastor, while the Rev. Mr. Hoernle of Meerut is visitor. Instruction is imparted in the vernacular. The highest class had reached the lower primary school standard, and 11 out of 13 pupils passed the prescribed test. The children looked healthy and cheerful, and all concerned seemed to take an interest in their work.

Bulandshahr Mission School.—This school is aided as a vernacular school only, and as such it gets a small grant of Rs. 5 a month. But since January last it has been turned into an Anglo-vernacular school, with a headmaster on Rs. 40 and two other teachers, costing in all for teachers alone Rs. 62 per mensem. The roll consisted of 25 Hindus and 19 Muhammadans, but only 25 boys in all were present. Six boys came up for the lower primary school test and five passed. If it succeeds as an English school I would recommend an increase to the grant

PRIMARY VERNACULAR SCHOOLS FOR BOYS.

These are classes from 3rd to 7th of tahsili, pargana, halkabandi, and municipal schools. The number of schools on 31st March was 774 against 773 last year. The number of scholars on 31st March was 24,029 against 21,982 the year before, showing an increase of 2,047.

Thirty-nine of these schools were seen by Mr. Constable and 163 by me on tour, making a total of 202 against 200 last year.

The results of the upper and lower primary school examinations, are, in reference to primary instruction, a better exponent than any other of the educational standing of a district. The following are the results district by district.

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District.	Boys examined.	Number passed	Percentage of passed.
Bulandshahr	773	468	61
Saharanpur	598	400	67
Aligarh	938	460	49
Muzaffarnagar	469	226	48
Dehra Dun	72	32	44
Meerut	714	323	45
Total ...	3,564	1,909	53

Primary vernacular schools for girls.—The total number of girls schools on 31st March was 33, of which 19 are Government schools, eight aided schools, and six unaided schools, with a total roll of 871 girls. The 19 Government schools alone show a roll of 398 girls. In these seven girls passed the upper primary school examination and 63 the lower primary. I saw six of the schools myself, and the best was at Aligarh. It had 15 girls present out of a roll of 22. The highest class read and understood Hindi well, wrote it correctly to dictation, and worked a sum in simple multiplication. The six unaided schools are mission schools at Saharanpur."

AGRA DIVISION.

96. The Inspector reports as follows :—

"PRIMARY SCHOOLS (ENGLISH).

Zila schools.	Upper primary.	
	Boys examined.	Number passed.
Etawah	23	13
Muttra	23	21
Farukhabad	14	13
Etah	12	12
Mainpuri	21	16
Total ...	93	75

Zila schools.—These schools have no lower primary classes, pupils being expected to read, write, and cipher before admission. The examination results are given in the margin.

A similar abstract is given for aided schools whose general results have already been noticed.

	Upper primary.		Lower primary.	
	Pupils examined.	Number passed.	Pupils examined.	Number passed.
St. John's College	29	21	29	26
St. Peter's	6	4	6	6
Victoria High School	26	19	25	22
Mufid-i-Amm School	14	10	26	20
Fatehgarh School	12	11	15	10
St. Paul's Orphanage	18	15	11	7
St. Patrick's	23	22	28	20
Tota ...	128	102	140	111

A further abstract is given of the examination results of primary schools proper, all of which are aided. Of these, I may say generally that they are all improving, and well deserve the aid given.

	Upper primary.		Lower primary.	
	Pupils examined.	Number passed.	Pupils examined.	Number passed.
Loha-ki-mandi Branch School	...	...	12	12
Gokalpura Branch School	7	6	7	4
Canning Girls' School	18	18	10	8
St. Joseph's Native Female Orphanage ...	...	...	16	16
Katra C. M. Society Girls' Schools	...	...	9	9
Agra Cantonment School	2	2	6	6
Fatehgarh Gun-carriage Factory	...	...	5	5
Secundra Orphanage, Boys	14	11	12	12
Ditto, Girls	11	11	12	12
Tundla, East Indian Railway	...	...	5	5
Rakha Mission School	...	...	10	10
Total ...	52	48	104	99

The following particulars regarding these schools are taken from the Inspector's separate reports :—

"*Church Mission Society School, Loha-ki-mandi.*—The attendance is improving. The pronunciation of English is not good, but the lessons are otherwise well taught. The boys understand their reader well, and all but one in the 1st and 2nd classes worked correctly sums in reduction and division. The 1st class also did well in dictation, geography, and 2nd language. The school is maintained as a feeder to St. John's, and well deserves the grant it receives.

Gokalpura Branch School.—The tuitional state of the school continues to be satisfactory, but it is doubtful whether as regards its finances it deserves the continuance of the grant. The preparatory classes are well looked after.

Canning Girls' School.—Archdeacon Baly and Mr. Goulding, the late Inspector, in their respective examinations in December and April, 1879-80, while speaking in praise of the general management of the school pointed out one or two shortcomings in the teaching. These have since been quite made up, and the teaching, as far as it goes, is sound. The girls of the first three classes passed a good examination in November last, and, on the whole, the year's work is very satisfactory.

St. Joseph's Female Orphanage.—The girls in the first three classes are fairly up to the lower primary school standard. But reading and writing hold only a second place here; more attention being given to industrial and domestic accomplishments, needle work, and the manufacture of artificial flowers. The orphanage well deserves the liberal support of the Government.

Church Mission Society School, Katra.—The 1st class is well up to the requirements of an upper primary 2nd, and the next of a lower primary 1st class. In both, the girls read English well, write very fairly to dictation, and work sums in proportion and the compound rules. Elementary grammar and geography have also been carefully taught. The girls also read Hindi fluently. The grant is well deserved.

Cantonment School.—This school, formerly called the High School, is exceptionally aided, as supplying a specific want—education for European and Eurasian children of the less wealthy classes. The two boys in the 1st class are a remnant of a former upper class of the late High School, and are out of place in the school under present circumstances. The next class is fairly up to the standard of an upper primary, wanting only readiness in working out sums and in writing to dictation. The attendance for the year does not show satisfactorily, the percentage being only 66·6, but this is partly owing to the retention on the rolls of the names of children long absent from sickness or other causes and partly to indifference shown in his work by the former headmaster after his pay was reduced with the reduced grading of the school. The roll which when he left had fallen to 23, has since risen to 55, and there is fair promise of improvement in the teaching also.

Fatehgarh Gun-carriage Factory.—The five girls in the 1st class are in all their subjects too good for a lower primary class, and should be promoted to the 2nd upper primary. The boy and the two girls in the next class also deserve a higher place. The school is a very useful one, and well deserves the Government grant.

Sikandra Orphanage Boys' School.—The distinguishing feature of this school is its industrial department, which opens to its inmates a wide field for the choice of a profession. Those who wish to continue their English studies are drafted to St. John's College, and many such are now employed as teachers and clerks in different parts of the country. But most of the boys after they have finished the primary school course, take to handicrafts, and for all such a very careful practical training is provided. Smiths and carpenters trained here find ready employment on the different railways, and the orphanage also supplies trained proof-readers, compositors, pressmen, book-binders, tailors, gardeners, and domestic servants. Such an institution well deserves the support of the Government.

Sikandra Orphanage Girls' School.—The tuitional state of the school is satisfactory: needle-work and other useful domestic arts are taught to all who are old enough, and self-help and helpfulness to one another are practically inculcated. There are five blind girls who, under a blind teacher, have learnt to read with surprising readiness a book containing one of the Gospels. The institution is excellently managed by the ladies of the mission.

Railway School, Tundla.—This school, of 16 girls and 19 boys, has made good progress. The children in the two upper classes read with understanding and show practice in writing to dictation. The grant is well deserved. Sickness in April, May, and June has brought down the percentage of attendance to 74, the average daily attendance being 26.

Rakha Girls' School, Farukhabad.—Thirty-five of the roll of 54 are boarders, being famine orphans made over to the mission by the district officers, and 13 are orphans from the Christian village. The remaining 19 attend as day-pupils from the same Christian village. The tuitional staff consists of a Munshi and two female teachers, all native Christians, under the direction of the ladies of the mission.

PRIMARY INSTRUCTION.

UNAIDED SCHOOLS.

There are seven unaided English schools, *viz.*, Chibramau, Kasganj, Soron, Jalesar, Brindaban, Kosi, and Fatehpur Sikri. Chibramau receives no municipal aid, and must show better results to deserve it. The three schools in the Etah district are aided by the municipalities; but Soron and Jalesar seem to be going back every year; and when examined were found to be so bad that the withdrawal of the municipal aid was recommended. Kasganj continues to do fairly. Of the other schools Brindaban alone is in a satisfactory state.

PRIMARY V. SCHOOLS FOR BOYS.

The number of these schools is 819 with 24,864 pupils against 826 with 23,741 pupils last year. The average daily attendance this year was 64 per cent. The number of boys who passed the higher examination was 732 out of 954, and 3,661 out of 4,700 passed the lower test, the percentage in the former case being 76 and in the latter 74.

PRIMARY V. SCHOOLS FOR GIRLS.

The number of these supported by the Government was on the 31st March 32, with a roll of 737 pupils against 45 schools and 936 pupils last year, showing a decrease of 13 schools and 199 pupils. The schools which have been abolished were doing no real good and their longer existence seemed to be a waste of money which might be spent elsewhere with better results. Of the existing schools, 12 are in a satisfactory condition."

97. The Inspector of Rohilkhand reports as follows :—

PRIMARY EDUCATION.

"The schools under this head are (*a*) primary English schools; (*b*) primary vernacular schools. The former comprise the lower departments of high and middle schools, Government and aided, a few municipal schools, and one or two elementary mission (aided) schools. The latter are the lower sections of middle vernacular schools, Government and aided, purely primary schools, and municipal free schools. The schools of both classes include girls' schools.

(1) PRIMARY ENGLISH SCHOOLS.

Government Primary Schools, English.—These schools show a marked increase in their attendance, the total number in the four schools being 348 against 289 in the previous year. Their progress tuitionally is equally satisfactory, 60 boys having passed by the upper, and 66 by the lower primary test, against 39 and 46 respectively in the preceding year.

Moradabad.—The primary school has 100 pupils on its roll. Notwithstanding a good deal of sickness and consequent irregularity of attendance, the results of the annual examination were very fair. The number that passed by the upper test was 14, by the lower, 22. The attendance is now better than it has been at any time since 1874.

Shahjahanpur.—Shows an increase of 19 pupils, the roll number being 83 against 64 last year. Eleven boys passed the upper and 12 the lower primary examination. Mr. Williams exercises an active supervision over this department.

Budaun.—Has 77 pupils on the roll. Fourteen boys passed by each test. The results of the annual examination of all the classes were satisfactory except in Persian. The Maulvi who was formerly a teacher in the Oriental department of Moradabad, had paid very little attention to grammar, and had in fact been teaching on the indigenous school system. His duties have been explained to him, and the headmaster states that he is now working satisfactorily.

Bijnor.—At the close of the year there were on the roll 88 pupils against 77 in the previous year. The upper test was passed by 21 and the lower by 18 boys. The school continues to gain a fair proportion of the prizes given for hand-writing. It is gratifying to note the interest evinced in the welfare of the school both by district officers and by the leading native gentlemen of the district. When I visited the school in January last I made a remark in the visitor's book to the effect that the school was very badly off for furniture, the allotment made by Government being quite insufficient to supply its needs under this head, and that I should be glad to see a subscription raised to provide a few decent chairs and tables, &c. Soon after, I learnt that the district officers and principal native gentlemen of the district had contributed a sum of Rs. 400 towards the purchase of suitable school furniture, and of materials for such games as cricket and foot-ball, which continue to be kept up.

Boarding houses.—The *Moradabad* boarding house has at present 21 inmates, 14 of whom are self-supporters. Allowing three boys to each room, the house can accommodate 27. The headmaster complains of the exposed state of the building. "Built of red brick, and lying open on all sides, without a tree to shelter it, it receives the full rays of the sun, and is heated to such a degree during the summer months as to make it impossible for any one to stay within its walls." At *Shahjahanpur* there are 19 boarders, 15 of whom are stipendiaries. Two out of the five boys who passed the entrance examination were boarders.

At Budaun.—The number of boarders has risen from 14 to 19, eight being self-supporters; one of the four passed middle class candidates was a boarder. The gymnastic club started last year by Mr. Whish still exists. The Bijnor house is very full, and the headmaster has now to reject all applications for admission. There are at present 33 inmates, 25 of whom are self-supporters. The headmaster says that there are upwards of 30 boys residing in lodgings in the city who would gladly enter the boarding house if accommodation could be provided. The house is undoubtedly popular, and the great demand for admission renders it necessary to consider the question of providing additional accommodation. Proposals on this point will be submitted separately.

Primary Municipal English Schools.—These are the three municipal schools of Pilibhít (lower section), Amroha, and Saheswan, and the two aided municipal schools of Bareilly The first has a roll of 60 pupils. At *Amroha* I found a roll of 76 pupils, seven of whom were in the upper division. Five boys passed by the upper and three by the lower test.

The headmaster is an energetic man and manages to keep up the numbers, but there is a want of earnestness among the people (as shown by the fact that last year there were 80 *admissions and* 77 *withdrawals*); and I do not think that English education is much appreciated. The *Saheswan* school has a roll of 36 boys. Only one boy passed by each test. As I said last year, a mere smattering of English is taught, but the school is popular, and, on the whole, useful as an elementary school. It saves many parents the necessity of sending away their children to Budaun until they are old enough to rough it a little. The above schools are supported entirely from municipal funds. The Bareilly schools are maintained partly from provincial and partly from municipal funds. They are branch schools under the immediate supervision of the headmaster of the high school. The western school fulfills all the conditions of the grant-in-aid, but the average attendance of the eastern school is below the mark. The upper and lower tests were passed by 19 and 23 boys respectively; measures have recently been taken by the committee, on my advice, to bring these schools under more frequent inspection, and also to reduce the expenditure. In the late Lálá Luchhmi Narain the schools have lost a manager whose interest in them up to the time of his last illness never flagged.

Aided Mission English Schools. (*a*) *Boys' Schools.*—These comprise the lower sections of the Moradabad and Shahjahanpur middle schools and the English Department of the Sambhal school. The first has a roll of 115 pupils, 70 of whom are in the lowest class. I was not at all satisfied with its management. Wholesale promotions had been made from the lower to the upper division, and from the latter to the middle department apparently without reference to the deserts of the boys. The standard laid down had not been attained in either division, and the classification showed utter want of system. The new headmaster will, I trust, effect some improvement, and so make the school worthy of the grant. The Lodhipur Orphanage, when I saw it in November, had 154 pupils on its primary school roll. Superintendence had been more real here than at Moradabad, and consequently the teaching was better. About 65 boys in the lowest class had not begun English, and there was also what is called a "miscellaneous" class consisting of boys who read Urdu for an hour or two and then went out to work. There is a great demand for the work turned out by the industrial department. I trust it will not be long before each branch of the department has a teacher who will himself have been trained in the school. The Sambhal school had 27 boys in its English department, the status of which is that of an upper primary school. One boy passed by the higher, and two by the lower test. The teaching was generally fair.

(b) *Girls' Schools.*—These are the lower divisions of the Bareilly Orphanage and the Christian Girls' Boarding School at Moradabad. The former has 27 girls in its upper and 211 in its lower division, all orphans. The latter has a roll of 94 pupils, all in the lower primary division. They are the daughters of native Christians residing in various parts of the district, and nearly all pay for their board. The object of the schools is to fit the girls to fill such positions in after-life as those of Bible-women and wives of catechists and teachers. This object is effected by giving the girls a plain education, teaching all to read their own vernaculars, and some to read and write English. They are also taught something of geography, and as much arithmetic as will enable them to keep their household accounts; and, above all, they acquire habits of self-help, for they are taught to make their own clothes, to knit their own socks and mittens, and to cook their own dinners.

(2)—Primary Vernacular Schools.

Government Schools, Tahsili and Halkabandi.—There are 609 schools of this class against 616 last year. The slight decrease is owing to the abolition of bad schools. The number of pupils is 19,929, against 19,106 in the previous year. A part of this increase of 823 pupils, however, is only apparent, and is due to the fact that the 3rd class of many schools was last year erroneously reckoned as a middle class. The actual increase is 488, an increase sufficiently large to show that the schools are recovering from the misfortunes of previous unfavourable years. Of the 609 schools now

PRIMARY INSTRUCTION.

in existence, 32 are the lower sections of middle town schools, 43 those of middle H. B. schools, and 534 are purely primary schools. The latter include the two town schools of Shahjahanpur and Baheri. The number of schools teaching up to the upper standard is 463, and that of schools which have attained the lower standard, 109. This leaves 37 schools which have not yet worked up to the lower standard.

The number of boys who passed the higher examination was 776, giving a percentage of over 28 on the total roll number in the upper division at the beginning of the year.

In the lower standard 1,265 boys passed, or nearly 9 per cent. of the total roll number.

Comparing these results with those of last year I find that in the upper primary examination the number of schools examined has decreased by 22, and the number of passed boys by 214. In the lower examination the number of schools competing is less by three, but the number of passed boys greater by 45.

I do not regret the falling off in the higher examination. Promotions to middle schools should be made with great care, and no boy should be allowed to leave the primary section until he has fully mastered all the subjects laid down in the course.

In the course of my tour I examined nearly all the primary branches of middle schools, and a number of purely elementary schools in each district. The Bijnor and Budaun schools were generally in a satisfactory state; those of Moradabad had somewhat improved; the Bareilly schools did fairly, except those in the Baheri tahsil; those of Shahjahanpur and Pilibhit were miserably deficient in geography and arithmetic. The transfer of pargana Bisalpur with its three middle and 15 primary schools, all fairly good, was a loss to the Bareilly district, which was not compensated by its absorption of pargana Baheri with its 29 schools, mostly inferior. The gain was on the side of Pilibhit, which should show better results next year. The changes among the Deputy Inspectors rendered necessary by the deaths of M. Agha Ali, and M. Zain-ud-din, and the transfer of M. Nannu Mal to another division, have doubtless affected to some extent the progress of the schools.

Municipal free schools.—There are 14 schools of this class in the division, whose united rolls show an attendance of 651 pupils. The number of schools was less by two, and that of scholars less by 86 than in the previous year. Of the 14 schools, six are in Moradabad, six in Shahjahanpur, and two in Budaun. All are lower primary schools. The test was passed by 34 boys, giving a percentage of nearly six on the total roll number.

Moradabad.—There is a well-attended free school in the city of Moradabad, but the bulk of the attendance is in the lowest class. The Amroha school has a roll of 55 pupils, and the teaching is good, five out of seven boys examined having passed by the lower test. The two Sambhal schools have 74 pupils on their rolls, six of whom passed the lower standard. In Chandausi also there are two free schools, with a roll of 55 boys, neither school had worked up to the lower standard, and even the little that had been taught was badly taught.

Budaun.—At Sahaswan there are two schools with a roll of 66 boys, in both of which the lowest class had been grossly neglected. The Budaun school has a roll of 99 pupils. It was discovered not long since that the teacher was giving instruction far beyond the primary standard; this was checked at once, and the names of all the more advanced boys were struck off. I saw the school in December, and I have no hesitation in saying that the boys belong to the same class as those who attend tahsili schools, and that undoubtedly many of them could easily pay the small fee demanded.

Shahjahanpur.—The Jalálabad school, owing to the dismissal of the teacher, had fallen into a very low state. I found one class of 18 pupils, only three of whom could form letters and figures. The Tilhar school continues to do fairly.

Aided vernacular schools.—With one exception these are purely elementary schools, *i.e*, they are not attached to middle schools. The exception is the Sherkot school, the middle section of which I have elsewhere noticed. It is the best aided school of its class in Rohilkhand. The upper and lower tests were passed by 11 and seven boys respectively. In *Shahjahanpur* the *Khera Bajhera* school, which owes its existence to the gratitude of an English officer for services rendered him by the villagers in 1857, has an Urdoo and a Hindi branch, the former upper, and the latter lower primary. The grant is well laid out, as there is no Government school in the place. The *vernacular mission school of Shahjahanpur* did not satisfy the requirements of Government either as regards attendance or teaching, and I was obliged to recommend a reduction of the grant. In *Bareilly* the status of the *Fatehganj* mission school corresponds to that of an upper primary school. It also supplies a want, there being no Government school in the place, and I was glad to recommend a small increase to the grant. In *Moradabad* the *branch mission school* did not satisfy the conditions of the grant. Its attendance was low; its teaching poor; its classification bad. The grant was accordingly reduced. The *Hasanpur mission school* is doing fairly. At *Sambhal* the Persian branch has 53 pupils, while the Hindi one has

only 18. Two boys passed the lower test in Urdu. The Hindi branch is in a wretched state, and I have recommended its abolition.

Girls' schools.—These are of three kinds: (*a*) Government schools; (*b*) Municipal schools; (*c*) aided mission schools.

(*a*) *Government schools.*—There are now only three schools maintained from provincial funds. Seven schools were closed at the very commencement of the year for reasons referred to in my last report. The three schools left are those of Pilibhit and of Gunnaur and Chitri in Budaun. All are efficient schools. At Pilibhit 14 girls passed the lower standard out of a total roll of 61. There is no better vernacular female school in Rohilkhand. The teacher bears an excellent character, and the girls belong to most respectable families. At Gunnaur two out of a total of 15 girls passed the lower examination.

There are also 12 halkabandi girls' schools against nine last year, a few of these have attained the required standard.

(*b*) *Municipal schools.*—There are only two schools, one at Ujhání in Budaun, the other at Chandpur in Bijnor. The latter is a new school opened in place of the Government school. The former had been a year in existence, and had made fair progress.

These 17 schools, maintained from provincial, local, or municipal funds have 402 girls on their rolls. Last year there were 21 schools and 489 scholars, so that there is a decrease of four schools and 87 girls. Twenty-six girls passed the lower examination, giving a percentage of nearly 10 on the total roll number of the schools examined.

(*c*) *Aided schools.*—To this head belong the five aided municipal schools of Budaun and 50 mission schools, *viz.*, five in Bijnor; 16 in Moradabad; five in Bareilly; 17 in Budaun, and seven in Sháhjahánpur. The mission schools, with one or two exceptions, are not open to male inspection. They are, however, well looked after. In every district there is at least one lady connected with the mission, whose duty it is to visit three or four schools daily, and as nearly all the schools are at the head-quarters of the various districts, every school is thus frequently visited.

Of those inspected by myself I may mention the girls' boarding school at Budaun, which was last year brought on the list of aided schools. The pupils are all Christians, and many of them pay for their board and education. They are taught to read and write Urdu, and the more advanced ones learn Hindi and Roman Urdu, the elements of geography and the simple rules of arithmetic.

Religious instruction, of course, forms an important part of the course of study; and all the girls are trained to do as much for themselves as possible.

The attendance of the Khera Bajhera schools (2) had fallen from 34 to 25.

The five aided municipal schools of Budaun have 99 girls on their rolls, 25 of whom are Hindus and 77 Muhammadans. The Hindu school is the best of the five; the girls of the highest class being able to read fluently, write well, and to work out sums in the rule of three. In all of them, however, a fair amount of good honest work is being done. These schools have the advantage of being regularly inspected by the Deputy Inspector and by the Rev. Mr. Hoskins of the American mission, a member of the educational committee."

ALLAHABAD DIVISION.

99. The Inspector of the Allahabad division reports considerable improvement in the primary vernacular schools. He says :—

"With regard to these lower or primary schools I am glad, in the majority of cases, to have to record considerable progress and improvement, both as to classification and instruction. An examination of the figures given in the accompanying table will aid in forming an idea of the improvement made during the year.

Result of the Inspector's examination of halkabandi schools throughout the division :—

District.		Total number of schools examined.	Total number of boys examined.	Number of boys passed.	Percentage of boys passed.
Allahabad	1879-80	120	795	289	36·4
	1880-81	119	1,236	837	68·
Fatehpur	1879-80	40	361	145	40·2
	1880-81	66	608	314	52·
Cawnpore	1879-80	170	1,431	713	49·9
	1880-81	156	1,728	1,136	65·
Hamirpur	1879-80	59	641	403	62·8
	1880-81	75	678	566	83·

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District.		Total number of schools examined.	Total number of boys examined.	Number of boys passed.	Percentage of boys passed.
Banda	1879-80	51	417	211	50 6
	1880 81	115	799	380	47·
Jaunpur	1879-80	103	658	360	56·
	1880-81	134	1,498	808	54·
Division	1879-80	[illegible]	4,303	2,130	49·5
	1880-81	665	6,547	4,041	62·

Cawnpore and *Hamirpur* decidedly take the lead in schools of this order. These results may be considered highly satisfactory, and show how much the standard of primary education may be raised where the interest and attention of district committees are given effect to by the activity and industry of experienced or intelligent Deputy Inspectors, who are their executive officers. *Jaunpur* stands next in the order of merit. There is, however, no reason why the schools of Jaunpur should be one whit more backward than those of any other district in this division; and should the next annual examination yield figures not greatly higher than those now shown, I shall be under the necessity of recommending severer measures than those already taken for improving the condition of the Jaunpur halkabandi schools. In the district of Allahabad the primary schools have made quite as much or more improvement than perhaps could well have been expected in the course of one year only. Twelve or fourteen months ago the condition of primary education (as indeed of that of the middle class also) in the district was about as unsatisfactory and unpromising as well could be. Fortunately, however, the educational committee became fully alive to the necessity of full measures being taken for the correction of the very worst state of things then, and for so long previously, existing. The late Secretary, Mr. J. B. Thomson, we have mainly to thank for the rapid and great improvement in the condition of the schools of this district. The recommendations of the Inspector have been carried out in their entirety, and the removal of a host of incompetent and lazy and dishonest men receiving the pay of teachers has swept away accumulations of years of carelessness or jobbery on the part of former subordinate Inspectors. Banda and Fatehpur are much behind all other districts in the condition and standard of their primary schools. Fatehpur shows some slight improvement on last year, both as to the number of satisfactory schools and to the percentage on the whole number of examinees of those getting pass marks. In Banda the percentage of schools in a satisfactory state is greater; while, strangely, the percentage for passed examinees is slightly less than that for the year preceding. The hopes which have been already expressed with reference to the progress of the middle class vernacular schools apply with similar reason to the case of the halkabandi schools, and need not be repeated.

100. "I trust it may be considered satisfactory that primary education in two-thirds of this division is now in a fairly efficient condition, while in the remaining districts measures have been or are now being taken which bid fair to raise the schools out of that very low and neglected state which has previously been advisedly referred to as 'disgraceful.'"

BENARES DIVISION.

101. The Inspector says:—"The number of pure primary schools in the division is 897, with an aggregate of 34,972 pupils on the roll. Of these I examined 407, and under the head of each district I will enter results.

Benares.—The rolls and the average attendance of these schools have risen from 2,951 and 2967·75 to 3,152 and 2989 26 respectively.

I examined 67 primary schools, and consider 28 to have improved, 23 stationary, and 16 declined. The following statement will show the results of 1879 and 1880:—

UPPER PRIMARY.

Year.	Number of schools.	Classes.	Number examined.	Number passed.
1879	66	III. & IV.	286	119
1880	66	III. & IV.	384	192

LOWER PRIMARY.

1879	...	V.	263	95
1880	...	V.	352	147

The results are much in favour of 1880, and the progress of primary education is satisfactory.

Azamgarh.—Out of the 130 primary schools, I examined 87 with the following results:—

I examined 87 schools exclusive of the primary department of the middle class schools reported, and was glad to find that 60 schools have their classes complete from

the III. to the VII. Twenty-five have classes from the V. downwards. The progress statement is more favourable, for it shows 30 improved, 28 stationary, and 29 fallen ; similarly with IV. and V. classes.

Basti.—This year the number of primary schools is the same as it was last year, that is 138; but there has been a fair increase in the number of pupils; in the upper division the increase is 181 pupils, and in the lower 939, in all 1,120.

Of the primary schools I examined 45, exclusive of the primary classes of the middle class schools. In most districts I find the majority of schools with a third class, and see no reason why Basti should not raise its schools to a similar position.

Gorakhpur.—The number of schools, the number on the roll, and the average attendance for 1879 and 1880 are given below :—

Year.	*Number of schools.*	*Roll.*	*Average attendance.*
1879	183	7,064	6,989
1880	185	7,142	7075·44

Looking to the classification in these schools, I find there are 35 schools which have classes from the III. to the VII. Twenty-three schools with classes from the IV. to the VII., and only one with classes from the V. downwards. Thus the majority of these schools which were examined by me were complete in their classification, and it is to be hoped the others will rapidly raise themselves to a similar position.

Reviewing the schools as upper and lower primary, the following statement will in a measure show the number of pupils examined and passed by me during 1879-80:—

Class.	*Number examined.*	*Number passed.*
III.	63	34
IV.	174	67
V.	263	93
	1880.	
Class.	*Number examined.*	*Number passed.*
III.	113	49
IV.	251	105
V.	400	133

On the whole, I consider the progress of popular education to be satisfactory.

Ballia.—The number of schools is 64, the number of pupils on the roll is 2,579, and the average attendance 2,563.

I examined 25 of the primary schools. There are nine schools with classes complete from the III. to the VII., and 16 with classes from the IV. to the VII. I hope a larger number of the latter will, before the examination of another year, form the highest or III. class. Further on, under the two heads of examined and passed for the two years 1879 and 1880, I have the following figures :—

	1879.	
Class.	*Number examined.*	*Number passed.*
III.	19	5
IV.	46	13
V.	72	22
	1880.	
Class.	*Number examined.*	*Number passed.*
III.	29	16
IV.	94	55
V.	177	79

It will be seen that a much larger number were examined this year, and a larger proportion likewise passed.

Ghazipur.—The total number of boys on the roll is 4,255 against 3,955 of last year.

I examined 54 primary schools exclusive of the primary departments of middle class schools. There are 29 schools with classes from the highest or III. to the VII., twenty-one with classes from the IV. to the VII. and four with classes from the V. downwards. Of these I found 12 improved, 20 stationary, and 18 declined. In comparing the number examined and passed for 1879-80, I find the result satisfactory :—

	1879.	
Class.	*Number examined.*	*Number passed.*
III.	28	6
IV.	47	14
V.	110	36
	1880.	
Class.	*Number examined.*	*Number passed.*
III.	74	49
IV.	169	97
V.	308	111

Mirzapur.—The total number of boys on the roll is 3,868, and the average attendance 3,524.

I examined 50 upper primary and 10 lower primary; of the former 11 have improved, 21 are stationary, and 18 have declined. Of the latter five have improved, four are stationary, and one has declined.

With reference to the numbers examined and passed by me, the results are given below :—

Class.	*Pupils examined.*	*Pupils passed.*
III. and IV.	235	88
V.	278	108

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The results are certainly not very satisfactory, but I hope the schools will gradually and steadily advance and attain the standard prescribed for them.

MUNICIPAL SCHOOLS.

The municipal schools of all the districts were examined by me and separate reports with suggestions for their improvement were sent to the municipalities.

GIRLS' SCHOOLS.

The girls' schools are few in number :—

Benares	3
Azamgarh	3
Basti	3
Gorakhpur	2
Ballia	...
Ghazipur	3
Mirzapur	3

As primary schools they are reported by the Deputy Inspectors to be as working fairly.

The Benares, Basti, and Mirzapur committees have been punctual in their monthly meetings, and the administration of the district schools has been fairly attended to. The secretaries of Azamgarh, Basti, and Ballia take a lively interest in the cause of popular education.

The Deputy Inspectors generally have worked zealously and efficiently. The Deputy Inspector of Benares and Mirzapur, Munshi Vindeshwari Prasad, has been successful in his administration of both districts, and an extract from my report to the Mirzapur committee will give you further particulars.

"This district does not need more active supervision. The schools have been sufficiently inspected. Intelligence and administrative ability on the part of the inspecting officers appear to be wanted; and I think the district has benefited, and will continue to benefit, under the supervision of an officer of the experience and ability of the present Deputy Inspector."

"The Deputy Inspector of Azamgarh, Pandit Kunwar Bahadur, is young, active, intelligent, and enthusiastic, and has improved his district very considerably."

JHÁNSI DIVISION.

103. The following is from the Inspector's report :—

PRIMARY SCHOOLS (*English*).

"The junior departments of the three zila schools, and the Kunch Municipal Anglo-vernacular, and the English classes attached to the Gursarái tahsíli school, belong to this category of schools.

The attendance shows an increase of 22 in the lower primary subdivision, being altogether 170 against 145 for the past year, with a slight increase in the average number on rolls during the year and the average daily attendance. The ratio of Hindu to Muhammadan pupils has risen from 1: 2·25 to 1: 2·70 (showing an increase of 18 in the number of the former).

The results of the upper and lower primary school examinations may be pronounced to be fair, six and ten boys, respectively, having passed in the two tests out of 15 and 28, against seven and nine from 22 and 17 for the past year.

The schools are, on the whole, doing fairly, and show signs of improvement here and there, but are not in a very satisfactory condition. The Kálpi VII., or the leading lower primary school class acquitted itself very creditably in all subjects; but the remaining classes badly or indifferently, chiefly in Hindi and arithmetic. Two out of the five boys examined passed in the upper, and five out of nine in the lower primary school examination.

The Jhansi VI. class was deficient in English and Persian, and VII. in English, Urdu, and Hindi, and arithmetic; but classes VIII. and IX. did very fairly on the whole. The results in Persian were in general very fair.

The Lalitpur lower classes were not carefully taught. Their pronunciation was mostly defective, and they were made to learn the Hindustáni translation of the text books by rote.

The vernacular primary section was very carelessly taught. The boys in general did not understand simple combinations of letters, and read without understanding the meaning.

Municipal Anglo-vernacular school, Kúnch.—Out of a total roll of 51 (31 Hindus and 20 Musalmans) 27 read English with a vernacular, and 8 English, and 16 the vernaculars only. The result of my examination (at which 36 boys were present) was, on the whole, fair, and showed much improvement both on the English and the vernacular sides; but the classes were very backward in their knowledge of Persian grammar, and acquitted themselves very badly in mathematics and history and geography likewise.

Gursarái unaided English school.—The school is supported by subscriptions, the Rája of Gursarái contributing the largest share, and imparts elementary instruction in English to boys of the tahsíli school, of which therefore it may, strictly speaking, be said to be an English department.

Out of a total roll of 23 boys, 21 were present at the examination. The results were generally fair, but I am not in favour of such English classes in connexion with our tahsíli schools, which, for obvious reasons, stand in the way of the advancement of the latter. The same boys are supposed to learn all the subjects of the tahsíli school, together with English as an additional subject, at one and the same time, and it may easily be imagined what the results of such a system must be.

PRIMARY SCHOOLS (*Vernacular*).

There are altogether 171 schools of all kinds.

Out of the total roll attendance, 3,716, or 82·16 per cent. pupils were present at the examination; and 1570·15 of these latter, that is, 34·71 per cent. of the total roll, passed.

Again, the upper primary sections in all the schools (roll 437, present 388) passed 130·37, or 29·83 per cent.; the lower primary (roll 585, present 511), 227·99, or 38·97 per cent.; and the elementary classes (roll 3,501, present 2,817), 1211·79, or 34·61 per cent.

Jalaun, with a total roll of 2,326 (present 1,811), passed 816·07, or 35 08 per cent.; Jhánsi, with a roll of 1,527 (present 1,311), 512·55, or 33·57 per cent.; and Lalitpur, with a roll of 670 (present 564), 241·53, or 36·00 per cent.

The upper primary sections in Jalaun (roll 215, present 182), have passed 70·96, or 33·00 per cent.; in Jhánsi (roll 167, present 153) 39·65, or 23 74 per cent.; and in Lalitpur (roll 55, present 53) 19·76, or 35 93 per cent.

In the lower primary sections, Jalaun (roll 288, present 239) passed 117·11, or 40·66 per. cent; Jhánsi (roll 210, present 189), 73·90, or 35·19 per cent.; and Lalitpur (roll 87, present 83), 36·98, or 42·51 per cent.

In the elementary classes Jalaun (roll 1,823, present 1,390) passed 628·00, or 34·45 per cent.; Jhánsi (roll 1,150, present 999), 399·00, or 34·69 per cent; and Lalitpur (roll 528, present 428), 184·79, or 34 99 per cent.

Six of the 13 tahsíli schools have improved; three, all of Jhánsi, are stationary; and four have declined.

Of the seven higher class halkabandi schools, three (Jalaun, two—Kuthaund and Umri; and Lalitpur, one—Madávara) have improved; and the remaining four (three of Jalaun—Jaisári, Bangra, and Saháo, and one, Garautha, of Jhánsi) are all stationary

Amongst the 130 lower class halkabandi schools 55 (Jalaun 28, Jhánsi 15, and Lalitpur 12) have improved; 24 (Jalaun 12, Jhánsi nine, and Lalitpur three) are stationary; and 51 (Jalaun 27, Jhánsi 21, and Lalitpur three) have fallen off.

The two Government girls' schools (Jhánsi and Lalitpur) have both declined, and the one municipal girls' school (Lalitpur) is stationary; while of the four municipal boys' schools, three have improved, and one is stationary; and out of the seven unaided schools under regular inspection, two have improved, one is stationary, and four have fallen off.

All things considered, the above results may, on the whole, be pronounced to be very fair, and a considerable improvement on those of the past year. Much marked improvement is visible in the state of the lowest classes in particular, which augurs a good future. Jalaun has done best, Jhánsi badly, and Lalitpur very fairly.

The tahsíli schools are in general doing well, and those of Jalaun especially so; the higher class halkabandi schools indifferently and even badly; the municipal boys' schools (with the exception of the two vernacular schools at Kánch, which are getting on badly) very fairly; and the unaided schools very poorly, if not badly. Of the female schools, the one Government girls' in the Jalaun district is reported by the Deputy Inspector to be doing fairly; but the other three *viz.*, the one Government and one municipal in Lalitpur and the one Government in Jhánsi, are a mere sham and uselessly expensive to Government, and should be abolished."

KUMAUN DIVISION.

104. Fifteen badly attended primary schools have been abolished, and there are now 167 schools of this class with an average attendance of 5,633. The Inspector, Pandit Buddhi Ballabh Pant, reports on these schools as follows:—"In two of the primary schools I found more than 100 boys present in each, and in three only 10 in each. In some schools, though a large number of boys presented themselves for examination, the results showed that many had been recruited for the occasion or admitted only recently. As an instance of an efficient primary school I beg to quote from my diary:—'*Khetikham.*—Found 92 boys present out of 100, the registered attendance. This is one of the best schools in every respect. It has been visited by the Senior Assistant Commissioner, the Extra Assistant Commissioner, the Sanitary Commissioner, and Major-General Michell during the year. All have expressed their satisfaction. The Pandit has lately been promoted to the Rs. 9 grade, which he well deserved.' With regard to the orders of the Government 'unless a boy stays a reasonable time in

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school (at least three hours) he should certainly not be recorded as present that day,' I beg to state that great difficulty is experienced in this respect. Almost all the teachers complain that the attendance is very irregular. Some boys attend school for broken periods in a month, while some do not stay in school for more than two hours. The profession of the people (agriculture) is a great barrier to the progress of education. The boys are often required to help their parents in the fields, especially during the harvest season.

"There are four Government girls' schools in Garhwál. The average daily attendance during the past year has been 98. One of these, Bainoh, is in every respect equal to a halkabandi school. The other three, Júlgarh, Kandara, and Melgáon, are also doing well."

OUDH DIVISION.

105. The Inspector reports as follows :—

"*English Primary Schools for Boys.*—The following statement shows the number of Government and private schools of this class, the state of the enrolment at the close of the year, and the number who passed in each of the primary standards :—

	Number of Schools.	*Enrolment on 31st March in Primary section.*			Passed in Lower Standard.	Passed in Upper Standard.
		Lower.	Upper.	Total.		
Government	24	1,289	412	1,701	207	96
Aided	13	1,296	327	1,623	120	104
Unaided	3	182	26	208	9	7

In English or Anglo-vernacular schools, as has been already explained, the primary sections consist of all classes below the IV. The upper division consists of classes VI. and V., and the lower of whatever classes may remain. Class V. is examined in the upper primary standard, and class VII. in the lower primary. The number of students who passed in either standard in the past year shows that the classes in question have for the most part been well taught. Out of the 24 Government schools shown above, 11 are the primary sections to zila schools and the remaining 13 are branch schools, in which the elements of English are commenced in preparation for the zila school. Most of the branch schools are partially maintained by the municipality of the town to which they belong: the branch at Lakhimpur is now almost the only exception to this rule. All branch schools are under the supervision of the headmasters of zila schools, and the annual examination of classes VII. and V. in their respective standards, lower and upper, is managed by them, not by the Deputy Inspector. This examination takes place in December. Out of the 13 *aided* schools, eight are in Lucknow, two in Sitapur district, one in Kheri, and two in Gonda. Almost all of these, (the only exceptions being the primary section of the Canning, Mahmudabad, and Balrampur schools, are under missionary management. The schools under the superintendence of the Rev. Mr. Badley, American Mission, five in number, have been well taught, and the rest are doing fairly. The three *unaided* schools are all in the Bahraich district,—one at Bhinga, one at Baundi, and one at Akauna. The first has been in existence for several years ; and the Rája of Bhinga, who maintained it entirely at his own cost up to 31st March, 1881, has since then obtained a grant of a nearly equivalent sum from Government. The other two schools were opened for the first time in the year under report. Both are situated on the estates of the Maharaja of Kapurthala, and the whole cost of their maintenance is borne by him. At the request of the headmaster, I examined the Akauna school in my late tour in the Bahraich district, and formed a favorable opinion of its progress.

106. "*Vernacular Primary schools for Boys.*—Five classes of schools are included under this heading, namely, (1) the primary sections to zila schools, nine in number ; (2) the primary sections to middle class schools, 49 in number ; (3) the branch schools to the same, 26 in number ; (4) the independent primary schools in towns, 14 in number, most of which are maintained by municipalities ; and (5) the village schools in the interior of districts, 1,131 in number, most of which are maintained by the one per cent. rural cess.

In the year under report there were 1,210 Government schools or sections of the several kinds just noted, with a total enrolment of Rs. 45,995 at the end of the year. The following statement shows how these schools were distributed among the four divisions of Oudh, the enrolment in the lower and the upper classes, and the

number of students who passed in the lower primary and upper primary standards respectively :—

Division.	Number of Schools.	Enrolment on 31st March.			Passed in Lower Standard.	Passed in Upper Standard.
		Lower Classes.	Upper Classes.	Total.		
Lucknow	331	10,383	1,673	12,056	382	168
Sitapur	326	10,202	2,306	12 508	562	359
Fyzabad	270	8,137	2,327	10,464	496	274
Rae Bareli	283	8,435	2,532	10,967	670	409
Total ...	1,210	37,157	8,838	45,995	2,110	1,210

The upper division consists of classes IV. and III., and the lower of classes VII., VI., and V. Class III. undergoes the examination in the upper primary standard and class V. that in the lower primary. Out of the 1,210 schools or sections shown above, 1,123, are village schools. As these constitute a very large majority, and as reference has already been made in previous paragraphs to the middle class schools and their primary sections, I shall in this place confine my remarks to the subject of village schools.

LUCKNOW DIVISION.

In the Lucknow district village schools have risen from 62 to 65, the final enrolment from 1,906 to 2,066, and the average daily attendance throughout the year from 1,351 to 1,385. The attendance has been more regular and the curriculum more strictly observed. The classification has improved somewhat since the previous year ; but it is still lower than it should be, for the number of students in the 3rd or highest class in all the village schools combined is only 82, or 4 per cent. of the whole, and this result cannot be considered satisfactory. The schools, however, are on the right road to improvement, for no premature promotions have been permitted, and the classification is likely to rise by the end of the present year. Thirty-two schools were examined by the Assistant Inspector and eleven by myself.

In the Unao district village schools have risen from 107 to 110, the final enrolment from 3,874 to 3,954, and the average attendance from 2,633 to 2,922. Thus far the results are satisfactory ; but I did not find the curriculum quite so strictly observed as I had hoped, and the number of students in the 3rd or highest class is as much below par as in the Lucknow district. The registers have been carefully watched by the Deputy Inspector, and the recorded results of the year are probably as accurate as they could be made. One drawback to the success of village schools in this district is that the predominant vernacular of the inhabitants (or rather of that portion of the inhabitants which usually attends school) is Hindi rather than Urdu. The number of Brahmans and other high caste Hindus in the Unao district is unusually large. Their sympathies are for Hindi literature, while the court character or language, which is consequently the more useful of the two, is Urdu. Thus their literary tastes are not well in harmony with their material interests. The Urdu form of the vernacular is, however, steadily gaining ground.

In the Bara Banki district the number of village schools has remained unchanged, 124 ; but the average enrolment has decreased from 4,564 to 4,291, a loss of about two boys per school. The Deputy Inspector ascribes the decrease partly to the greater care with which the names of irregular students have been struck off the rolls, and partly to the scantiness of the rainfall in 1880, when all available hands were busily engaged in digging wells and irrigating the fields. There is no doubt much truth in both of these explanations. The Deputy Inspector has taken much pains, after the instructions he received last year, to watch the registers, and put an end to fictitious entries. In the examinations held by the Assistant Inspector (29 in number), as well as in those held by myself, we found the students well up in spelling, penmanship, and reading, but somewhat backward in arithmetic and geography, and hence the number who passed in the upper or lower standard was almost as low as in the two preceding districts. The three districts of the Lucknow division make a poorer show than their neighbours in the number of passed students recorded in the above statement.

SITAPUR DIVISION.

In the Sitapur district the number of village schools has remained unchanged, 117. The enrolment and attendance, however, have decreased from 4,700 and 3,786 to 4,522

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and 3,492 respectively. The decrease is partly nominal and partly real—nomina so far as it arises from the stringent measures adopted to prevent fictitious registers—real so far as it arises from the continued prevalence of fever and small-pox through several months of the year. Those who suffered from the epidemic fever of 1879 were subject to relapses. Four of the best teachers died, and a good many students. There were 990 admissions within the year and 1,207 withdrawals. Of the latter 421, or about a quarter, had reached the stage of the upper or lower primary standards before they left. The rest were mere beginners. The schools in this district require a thorough working up in arithmetic and geography, subjects in which both the Assistant Inspector and myself found them generally weak. Some allowance must, however, be made for the unhealthiness of the year. The school houses are in very neat order, and the usual annual repairs have been well done.

In the Hardoi district schools have risen from 106 to 110; but there has been no corresponding increase in attendance or enrolment. In fact the enrolment has fallen from 3,938 to 3,611, and the attendance from 2,940 to 2,869. The Deputy Inspector ascribes the decrease to "the dismissal of those students who were very irregular in their attendance, or of those whose further stay could do them no good." This officer has made his usual large number of inspections. They have not, however, produced as much effect on the status of the schools as could be desired. The schools which I saw were rather weak, and the inspection notes of the Assistant Inspector (who examined no less than 32 schools in this district) confirm my own impression. The Deputy Inspector has not been careful enough to leave written instructions with the teacher, after examining a school, as to the defects to be remedied by the time he holds his next examination; and hence, though inspections have been frequent, improvement has not been steady. The cost of village schools in this district is below the average, and the management is very economical.

In the Kheri district the number of village schools is 68, the same as in 1879-80. This is all that the income from the one per cent. rural cess can, with the greatest economy, be made to support. Owing to the strictness with which the registers have been examined, there has been a nominal decrease of 165 names in the final enrolment; but the average daily attendance has increased by 50. The schools of this district suffered from a virulent outbreak of cholera between the months of July and September, especially in the tahsils of Lakhimpur and Muhamdi. This visitation was followed and partly accompanied by a general outbreak of epidemic fever, which continued till nearly the close of the last calendar year. The Assistant Inspector made a long tour through the district in March, and found the schools in as good order as could be expected in a year of so much sickness. The task of supervision, even in healthy years, is more difficult here than elsewhere, for the villages are generally small and scattered, communications are imperfect, and the area to be traversed is very wide.

FYZABAD DIVISION.

In the Fyzabad district the number of village schools has remained the same, 81. There has been a nominal decrease in the enrolment, owing to the care with which class registers have been scrutinized; but actual attendance has increased by 165. The Deputy Inspector, Pandit Jwala Prasad, has taken special pains to have the curriculum fully observed; and in this respect the Fyzabad district stood higher than any other through which I camped last year. The Deputy Inspector's health has been failing of late, and in the last month of the year he was compelled to make over temporary charge to Munshi Ram Ratan Lal, who had once before acted as Deputy Inspector in this district.

In the Gonda district there were 101 village schools at the close of the year, less by one than in the year preceding. In the returns of enrolment and attendance there has been some decrease; but as the percentage of attendance has risen from 66 to 75, and the fee receipts from Rs. 662 to Rs. 748, the attendance has in fact improved, for no villager would pay a tuitional fee out of his small earnings unless he saw that his child attended the school regularly, and received proper attention from the schoolmaster. Of the 22 schools which I examined last year, about half were in satisfactory order, and the rest all gave promise of future improvement: none were hopelessly inefficient.

In the Bahraich district the number of village schools has remained unchanged, 75, containing on an average 47 students each, of whom eight per cent. are in the 3rd or highest class and 19 per cent. in the 5th or middle. There has been a decrease of about 150 both in enrolment and in attendance, due, as the Deputy Inspector reports, to the prevalence of small-pox, epidemic fever, and cholera, one or other of which, and sometimes more than one at a time, were raging throughout the greater part of the year. For four years running this district has suffered from outbreaks of sickness, and the Deputy Inspector considers that the year under report was more unfavorable to the people even than the preceding year. The schools are nevertheless in creditable order. Of the 31 which I examined, very few could be pronounced decidedly inefficient. Most of them had a 3rd or highest class, and from

the 5th to the 3rd class (both inclusive) most of the students are learning to write both forms of the vernacular. In the matter of learning both characters there is no district in Oudh which stands so well as Bahraich. In the course of the past year 110 students left from the highest class. Of these, 11 obtained employment on salaries varying from Rs. 3 to Rs. 10 per mensem, five obtained cess scholarships, and the rest are reported to be pursuing their hereditary callings. The management of Pandit Sheo Narayan Tiwari, during his long tenure in this district, has been one of continued success.

RAE BARELI DIVISION.

The Rae Bareli district suffered more than any other in Oudh from the drought of 1880. But in spite of this the village schools have made considerable progress. The number of schools has risen from 102 to 109, the enrolment from 3,651 to 4,583, and the average daily attendance from 2,512 to 3,192. There has been a slight decrease in the fee collections, a fact attributable to the failure of both of the harvests of 1880-81. As the village schools had been much disorganised in the preceding year, I made two inspection tours in this district and examined more than half the schools, some of which had never been inspected before by any other Inspector or Director who has served in Oudh. The results were very satisfactory. All the schools were sufficiently attended, and the curriculum was being carefully carried out. The schools are now inferior to none in Oudh The credit of making these improvements is chiefly due to Syad Raza Husain, who received the appointment of Deputy Inspector near the beginning of the year under report.

In the Sultanpur district the schools were in a very unsatisfactory state in the year 1879-80, as I mentioned in my report on the work of that year. The curriculum was not observed; promotions were made for the sake of the classification, and not according to the merits of the students; and boys were presented for the examinations whose names were not on the rolls. Things have now much changed for the better. A new Deputy Inspector was appointed in March, 1880. Out of the 90 village schools in this district, 61 were examined last year,—46 by the Assistant Inspector, and 15 by myself. His inspection report confirms my own observations that a decided reformation has been made. The names of fictitious students have been struck off the rolls, and teachers have been shown how school records ought to be kept, a duty to which the late Deputy Inspector paid no attention. Notwithstanding the strictness with which this reform has been carried out, or rather perhaps in consequence of the new life which this reform has infused, there has been a rise since March, 1880, in enrolment, attendance, and fee collections. From 1864 the average daily attendance has risen to 2,346. Thirty-two teachers received a reward for good work, and 19 others a small addition to their salary. The cost of each pupil's education has nevertheless remained almost stationary.

In the Partabgarh district the number of schools has remained the same, 73; but there has been some slight increase both in the enrolment and the attendance. Most of the schools which I examined last year, 30 in number, were in good order; and some of these had never before been visited by any other Inspector or Director who has served in Oudh. It is owing to the high state of the classification in this and the Rae Bareli districts that the number of passed students, as shown in the general statement given above, stands higher in the division under report than in any of the other three divisions of Oudh. The annual jalsa or meeting of village teachers for the distribution of rewards, the exhibition of agricultural produce, &c., was observed with its usual success on the 25th and 26th March, 1881; and to meet the expenses of this gathering Rs. 1,200, were subscribed by the residents of the district. This annual meeting is warmly patronized by the district authorities and by the principal taluqdars. It helps very largely to keep alive the spirit of emulation among the teachers and students, and does good in many other ways.

From the remarks which have been already made it will have been seen that in each division the schools have been well inspected by the departmental officers, and that in every district especial care has been taken to eliminate fictitious enrolment, insist on regular attendance, and on the strict observance of the curriculum. But I must not omit to acknowledge the help which we have received from district officers. Many schools have been visited and many examinations held by these officers on their camping tours; and it is partly to the support and countenance which the schoolmasters have thus received that progress has been made in an unfavorable year like that under report, when both the harvests were below the average and when the digging of wells and irrigation of crops taxed the funds as well as the energies of the agricultural classes to an unusual degree.

From the statement given above it will be seen that in the year under report 2,110 students passed from class V. in the lower primary examination and 1,210 from class III. in the upper primary. The rule issued by the Imperial Government prescribes only four subjects for the upper primary, namely, (1) reading and explanation, (2) dictation, (3) the main rules of arithmetic, and (4) any 4th subject which the Government of each province may select. In Oudh we are teaching rather more

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than this. Besides arithmetic we are teaching an elementary course of mensuration. For the 4th subject we have not one but two, and in some cases three, subjects, for we have endeavoured thus far to teach general geography, the history of India, and sometimes (in the case of Urdu students only) Persian. Besides dictation, we are teaching original composition. It is believed that practice in mensuration and letter-writing are useful additions to the upper primary standard.

For the lower primary examination we are teaching not only the reading, writing, and arithmetic prescribed by the rule, but also some knowledge of the geography of these provinces, and the sanitary primer (*Dehát-ki-Safai aur Tandurusti*), which was prescribed last year for general use in Indian vernacular schools.

108. "In the year under report there were nine aided and ten unaided schools, primary vernacular, which sent returns to this office. The returns, however, are incomplete as regards the number of students enrolled in the upper and lower classes, and the number who passed in the upper and lower primary standards. All that I can record this year is that the final enrolment at the aided schools was 415, and at the unaided 361. Of the nine *aided* schools, seven are under missionary management in the Lucknow, Gonda, and Bahraich districts. From what I saw of those in Gonda and Bahraich, I was not able to carry away a distinct idea as to the number of students who could be said to pass in either of the two primary standards; for the classification itself was uncertain and no regular curriculum appeared to be observed. This, however, will, I trust, be remedied within the present year. The other two aided schools are in the Partabgarh district under the Deputy Inspector of Schools. These are private schools aided from the rural cess, an experiment which has not yet been tried in any district other than Partabgarh. Of the 10 *unaided* schools, all but two are in the Sitapur, Gonda, and Bahraich districts, and under the management of the American Mission. The two others are Sanskrit patshalas, one in the Lucknow city and the other in the Partabgarh district. They are put in the list of primary schools, as there is not sufficient guarantee that they are entitled to hold a higher rank.

109. "*Primary English schools for girls*.—There are no Government schools of this class, nor are there any unaided ones which submit returns to this office.

The following are the statistics relating to aided schools:—

	Number of schools.	Enrolment on 31st March in primary section.			Passed in Lower Standard.	Passed in Upper Standard.
		Lower.	Upper.	Total.		
Aided	5	409	20	429	16	18

The five primary schools or sections noted above are LaMartinière, Lal Bagh, Church mission girls' school, the Pannahpur school, and the zenana mission agency. The first two have been already described in connection with the middle sections, to which they are preparatory. Both are in excellent order. The Church mission girls' school teaches both English and the vernacular, and the attendance consists of East Indians of the poorer class and Native Christians. The Deputy Inspectress, Miss D'Abreu, reported favorably of the state of the school at the time of her inspection. The school is really a mixed one, for little boys are admitted with girls of any age. The Pannahpur school is so remotely situated in the Kheri district that it is difficult to get its work sufficiently tested. Pannahpur is a Native Christian settlement which was planted several years ago by the American mission; and the manager of the schools, male and female, established for the good of the settlement, does not live in Oudh, but in Shahjahanpur, North-Western Provinces. The zenana teaching cannot be tested, as instruction is given only in private houses, into which no one but the ladies of the mission can enter.

110. "*Primary vernacular schools for girls*.—The following statement gives the necessary statistics relating to the past year, so far as they could be procured:—

	Number of schools.	Enrolment on 31st March in primary section.			Passed in Lower Standard.	Passed in Upper Standard
		Lower.	Upper.	Total.		
Government	49	1,029	128	1,157	84	32
Aided	15	307	88	395	21	...
Unaided	5	130		130	13	...

As ten Government schools were closed on 31st March, 1880, on account of hopeless inefficiency, the number of Government schools has been reduced from 59 to 49.

The returns relating to these 49 schools, which have been retained, are more satisfactory than I have been able to present in previous years. There are 10 schools in the city of Lucknow. These have decidedly improved,—a result due to the careful and judicious supervision exercised by Miss D'Abreu, the Deputy Inspectress. The Muhammadan schools, eight in number, are (as Miss D'Abreu reports) attended by a better class of pupils than the two Hindu schools, and the progress made is more marked. Promotions are now less rarely made than they used to be, and in the third class there are some girls who can write creditably to dictation, read and explain Gulistan, and show some knowledge of general geography. Of all these 10 schools, Rustamnagar takes the lead. Of the schools in the districts, that at Mirzaganj, being the largest, oldest, and best paid, ought to take the lead more decidedly than it has done hitherto. Half the students enrolled on 31st March, 1881, are in the alphabet class. But in the upper classes several girls have made satisfactory progress, and Miss D'Abreu, who examined them in January, found that some could work out questions in simple proportion and read and explain Bostan as well as Gulistan. The schools at Sandila and Hardoi, taught by men, are making fair progress. In the schools in Bahraich, Pihani, Sultanpur, and Sitapur the results are less satisfactory, as many of the most advanced girls have left to be married, and their places have not yet been taken by younger girls. On the whole, however, the work of the year has been better than usual. It is a decided step in advance that girls can be brought to pass in the two standards prescribed for primary schools,—the upper and lower. For girls' schools the "upper primary examination" is more leniently interpreted than for boys' schools. We do not require *all* the main rules of arithmetic, but are content if they can work out questions in simple proportion and simple interest, and know only so much of the principles of vulgar fractions as is necessary for working questions in these rules. Decimal fractions are not touched at all. To attempt more than this in girls' schools where the custom of early marriage compels the students to leave school at from 12 to 13 or 14 years of age would be quite useless; and to get them to reach even this standard is a matter of no small difficulty. For the 4th subject required by the rules of the examination, we are endeavouring to teach them a small book on general geography, the same as that used by the 3rd class in schools attended by boys. But if they fail in this subject, and pass in Gulistan, Bostan, or some part of the Rámáyana (Tulsi Dás), we accept the latter as an equivalent. Thus to pass in the upper primary standard a girl must read with ease and correctness, write correctly and legibly from dictation, work out questions in simple proportion and simple interest, and answer questions in general geography, or, failing in this, be able to read and explain some classical book in Persian or Hindi. In the year under report 32 girls from the 3rd class passed in this standard. For the "lower primary examination" we require reading, dictation, and the four simple and compound rules of arithmetic, as in boys' schools; but the questions set in arithmetic are made rather easier. In this standard 84 girls from the 5th class passed in the year under report.

111. "The number of aided and unaided girls' schools is the same as that in the previous year, but the information as to the number of students who passed in either standard is not complete. In another year or two it is expected that the classes in these schools will be arranged on the same principle as in Government schools, and that classes V. and III. will be prepared for the lower and upper standards respectively. Of the aided schools, 10 are under the American mission, and the five which used to be under the Church mission, have all with one exception been transferred to the Indian Female Normal School and Instruction Society. These schools were examined by Miss D'Abreu; and her report, though not favourable, is not discouraging. The views expressed by the Rev. M. A. Badley, the Superintendent of the American schools, are to the following effect: "At present in this part of India, schools for native girls are far from being popular and far below an idea of what they should be as educational institutions. Forty years ago it was so in Madras and Calcutta, where now in various mission schools Hindu girls pay regular fees, and receive instruction in the highest branches. Inferior as our schools are, they are accomplishing some good, more perhaps than we are aware of. We greatly need well-trained teachers; and this need can hardly be met without establishing a thoroughly good normal school here in Lucknow. I should be very glad to hear of some such plan being adopted."

SECTION VI.—Schools for Special or Technical Training.

112. The only special schools under the management of this department are the Divisional Normal Schools of the North-Western Provinces and the Normal classes of Oudh. To these important institutions we look for the gradual improvement of our vernacular schoolmasters: and a fair quantity of good work has been done in this direction during the year under review. As far as my own observation enables me to judge, the pupil teachers are generally intelligent, orderly, clean-looking young men, attentive to the studies in which they are engaged, and quick and accurate in answering questions on the subjects they have studied. I see them at their best, when they are more or less prepared for inspection; but this generally favourable impression

SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING.

is strengthened and confirmed by the reports of the inspectors and headmasters who are frequently or constantly in the class-rooms.

113. The Officiating Inspector of the Meerut Division reports as follows on the school under his charge :—

"Of the 40 students sent in by the six districts of this division, three were sent back as inefficient, two absconded during the year, and 34 came up for the certificate examination, one of the best of the students being laid up with sore eyes just as the examination came on. It took up eight days, four for the written and four for the oral examination, and the results I consider are very satisfactory, 30 students having passed for 1st grade and four for 2nd grade certificates. Among improvements may be noticed the opening of a model class of nine boys, who are regular in their attendance, and for teaching whom two pupil teachers are by turns detached."

114. In the Agra school out of 37 pupil-teachers 25 obtained first grade and 10 second grade certificates. "The steadily improving results," says the officiating Inspector, "are very creditable to Pandit Bisheshar Dayal, the headmaster."

At Bareilly "the school continues to do well under the excellent management of Munshi Ajudhia Parshad. Twenty-five students have been preparing for the 1st and 15 for the 2nd grade examination. Of these only three have been studying Hindi; 16 candidates have qualified for 1st grade and 16 for 2nd grade certificates. The pupil teachers have all enjoyed good health, and their conduct has been in all respects satisfactory."

Allahabad has hitherto had no normal school of its own, but has drawn its trained teachers from Benares. The supply thus furnished is insufficient for the wants of the division, and the establishment of a separate school has now been sanctioned.

115. The Benares school, under the management of Babu Baleswar Prasad, has done very good work during the past year. Of the 84 candidates examined 39 obtained 1st grade and 33 2nd grade certificates. The school has now been reduced, in consequence of the establishment of a school at Allahabad, to the status of an ordinary divisional normal school, and with a smaller establishment will train teachers for the Benares Division only.

The Inspector reports favourably on the Aided Normal School for mistresses at Benares, the only normal school for women in the North-Western Provinces. "The number of the pupils has increased to 75, and a still further increase is expected. The standard of the school has been raised by the introduction of English, and a young lady fully qualified has been sent out from England specially for the school.

"In 1880 fifteen teachers were sent out to Benares, Agra, Ghâzipur, Meerut, and Gorakhpur. I can bear personal testimony to the excellent system of instruction introduced and conducted by the present manager, the Rev. J. Treusch, himself a trained teacher."

116. The Inspector of the Jhânsi Division says :—

"Thirteen out of the 15 pupil teachers passed in the annual examination, five for the first and eight for the second grade. This result is very creditable to both the headmaster and the second master, Munshi Moti Lal and Pandit Devi Prasad."

117. In the Almora school there were 15 pupil teachers, five in the 1st, and 10 in the 2nd division. Thirteen of these obtained certificates, but only one passed in the 1st grade. Dr. Watson and Dr. Richardson greatly assisted the Inspector by showing him how to use the philosophical apparatus and chemicals supplied for the illustration of the physical science primer; and Dr. Sheetz, (retired) by means of lectures and experiments, gave the pupil teachers some knowledge of different kinds of gases. "I can safely assert, says the Inspector, that the teachers who are now being prepared in our normal school are far superior to those sent out as teachers a few years ago." This school has done the work for which it was established and has trained as many certificated teachers as are likely to be wanted for some years to come. There is not much demand for middle class instruction in Kumaun, and in many of the villages local pandits, who have some influence over the people, and who are contented with very small pay, are preferred, as teachers of the mere rudiments which amply meet all present wants, to the better educated normal school men, who want higher pay and higher classes to teach. The school may with advantage be closed until there is more demand for secondary instruction in this Division.

118. The Inspector of the Oudh Division reports as follows :—

"In Oudh the system of training for village teacherships is not through the agency of a normal school for each division of the province, as is the case in the North-Western Provinces, but is more in accordance with the system pursued in Bengal, where a normal class or training school is maintained for each separate district. In the year under report 25 men completed their training under this system; and were sent out as teachers on trial. Of these, twenty have thus far proved themselves good teachers, and the rest have either been dismissed or are still retained for further trial. Thus 80 per cent. of the men sent out have given satisfaction. All these men received their training under the old rules. But a new code of rules, based on the previous ones, was brought into force in the middle of 1880, in connection with the new normal tahsili schools, which I shall now briefly describe.

SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING.

119. In the reduction or rather reconstruction scheme, which was sanctioned by Government Order No. 41B., dated camp Lalitpur, 3rd January, 1880, provision was made for the establishment of eleven normal tahsili schools, one for each district except Lucknow, the Lucknow students being posted at Sandila in the Hardoi district, a town easily accessible by rail from Lucknow. The only difference between a school of this description and any other tahsili school is that a normal class is attached to the former, and that the headmaster receives an extra allowance of Rs. 20 per mensem for directing the studies of this class. The names of the schools selected for this purpose are noted in the margin. They chiefly consist of schools which were de-Anglicized in the spring of 1881 under the sanction of the Government Order already quoted. None are admitted into the 'normal class' but those who have either passed the middle school examination, or have completed the middle school course and appeared for the examination, and were believed to have a good chance of passing. The middle school course itself is two years in advance of the highest curriculum that is ever allowed to be taught in village schools. Yet there are certain kinds of knowledge which it does not include, but which it is very important that a village teacher should possess. These subjects are especially taught in the 'normal class,' and are as follows :—

School.	*District.*
Purwa ...	Unao
Daryabad ...	Bara Banki.
Biswa ...	Sitapur.
Sandila ...	Hardoi.
Muhamdi ...	Kheri.
Akbarpur ...	Fyzabad.
Colonelganj ...	Gonda.
Jarwal ...	Bahraich.
Salone ...	Rae Bareli.
Jagdispur. ...	Sultanpur
Partabgarh ...	Partabgarh.

(1) A knowledge of the 2nd form of the vernacular.
(2) A knowledge of the improved Kaithi writing.
(3) The use of the chain and plane table.
(4) Hidayat Nama, or village teachers' manual.

It seemed indispensable that every teacher should be made familiar with both forms of the vernacular and that he should also know how to teach, if necessary, the improved Kaithi character, which was compiled in Oudh under my own supervision in 1876-77, and which has since been adopted from Oudh without any modification by the Bengal Government, and is now prescribed for general use in the primary vernacular schools of the province of Behar. It was also deemed advisable that a village teacher should understand the use of the chain and plane table, and two sets of measuring instruments have been supplied to each training school for that purpose. A new edition of the *Hidayat Náma* has been compiled by Mir Mahomed Hosein, the Deputy Inspector of the Partabgarh district. As the middle school examination did not take place till near the end of November, 1880, and as by the new rules no one could be admitted to the 'normal class' who did not appear for that examination, the new normal classes were only formed in January, 1881.

The attendance in these classes will be for one full calandar year. Thus the first examination under the new system will take place in December next. The candidates will not only be examined in the four special subjects noted above, but will also be re-examined in arithmetic, history, geography and mensuration. On passing this examination they will be sent out as village teachers on probation, and if after a year's trial they give satisfaction and prove to be competent men in practical work, they will receive a village teacher's certificate.

Such is a brief outline of the scheme which was devised in the year under report in connection with the new normal tahsili schools opened in April, 1880. The total enrolment in the new normal classes on 31st March, 1881, was 112, of whom 83 are Hindús and 29 Muhammedans. The stipends of the normal students are paid from the one per cent. rural cess. The salary of Rs. 20, which the headmaster of the school receives, is paid from provincial funds proper. In January last the establishment of the Jarwal school was, on account of the unhealthiness of this place, transferred to the sadar station, Bahraich. Gradually I hope to see some other training schools transferred to the headquarters of their districts, as here the supervision can be more frequent and the situation will be more convenient in every respect.

120. "As regards the female normal classes, few words will suffice. Three such classes existed as usual, in the year under report, one at Mirzaganj near Malihabad in the Lucknow district, consisting of 12 women, another at Misrikh, in the Sitapur district, consisting of three women, and the last at Pihani in the Hardoi district, consisting of two women. All these are in a backward and inefficient state. Miss D'Abreu, the deputy inspectress, examined the most important of the three, Mirzaganj, in January, 1881, and found that normal students were as a rule inferior to some of the most advanced girls in the school to which the normal class is attached. At Miss D'Abreu's own suggestion, a plan is now being prepared, by which certain girls can be selected for training in Lucknow, and posted in the Lucknow girls' schools under her own immediate supervision. The Mirzaganj class can then be broken up; and the best of them, if they are willing to go, can be transferred to Lucknow. There is every hope that under Miss D'Abreu's own eye the class will receive a much better training than it can get at Mirzaganj without such supervision. Proposals with this object in view will be submitted shortly."

SECTION VII.—SCHOLARSHIPS.

SCHOLARSHIPS.

121. The scholarship system has in the past year been made complete by the extension from two years to four of the tenure of scholarships gained in the middle class vernacular examination. An industrious boy of good abilities may now with the help of one of these scholarships study for four years in a middle English school, Government or aided, with fair hope of obtaining at the end of that time a higher scholarship which will carry him on to the entrance examination and to prizes increasing in value as each higher standard is creditably passed. A student may now rise uninterruptedly with the aid of scholarships from a village primary school to the highest class of an English arts college. Every halkabandi school boy may be said to carry an M.A. degree in his satchel.

122. For the first time since the introduction of the rule which restricts Government scholarships to students who pass the entrance and F.A. examinations in the first grade, the whole of the scholarships have been awarded. The five M.A. scholarships of Rs. 20 each are held at the Muir Central College. Of the B.A. scholarships of Rs. 12 for the first year and Rs. 15 for the second, six are held at the Muir Central College, one at Agra, one at Benares, and two at the Canning College, Lucknow. The F.A. scholarships, of Rs. 8 for the first year and Rs. 10 for the second, are thus distributed: Muir Central College 4, Agra 1, Benares 3, Canning College 13, and M.A.-O. College 5.

Of the 80 entrance examination scholarships of Rs. 4 and Rs. 5, awarded for precedence in the middle class Anglo-vernacular examination, 63 are held at Government and 10 at aided high schools. The 80 vernacular scholarships of Rs. 3 are held at 22 middle English schools, Government and aided. Forty scholarships at Rs. 2 to Rs. 10 are held by students of the Benares Sanskrit College, and 10 at Rs. 5 each by students in the lower subordinate department of the Roorkee Civil Engineering College. About five per cent. of the allotments for halkabandi schools is set aside by the school committees for scholarships to enable boys who have distinguished themselves in the annual examination held by the Inspector or the Deputy Inspector, to continue their studies in middle class schools. Some scholarships, for the same propose, are given by various municipal committees.

123. Besides the scholarships which I have mentioned, private liberality has at various times enriched and strengthened our colleges and schools with endowments for the support and encouragement of deserving students. From such sources scholarships of the annual aggregate value of Rs. 1,020 are awarded at Benares college; of Rs. 2,040 at the Muir Central College; of Rs. 900 at Agra, and of Rs. 120 at Bareilly, besides stipends of smaller value in smaller schools, and exclusive of the liberal scholarships given in the largest and richest aided institutions like the Canning and the Muhammadan Anglo-Oriental College.

SECTION VIII.—BOOKS.

BOOKS.

124. In English colleges and high schools the class books are necessarily those prescribed by the university for its several examinations. For the entrance examination of 1880 the university had reverted to the old plan of prescribing a text-book in English instead of requiring from candidates a general acquaintance with the language. Lamb's *Tales from Shakespear* was the book selected, and Green's *Readings from English History*, Part I., has been prescribed for the present year. No change of importance has been made in the middle and lower school courses of these provinces.

125. Revised and improved editions of a considerable number of school books and prize books in both forms of the vernacular have been published at the Government Press or are still in hand. Parts II. and III. of Mr. M. S. Howell's *Grammar of the Classical Arabic Language* have at length appeared, and the remaining two parts will soon be ready for publication. This work was undertaken by Mr. Howell at the request of my predecessor some ten years ago, and was originally intended to meet the wants of students in middle and high schools. The grammar has grown under the author's hand, and it is now no schoolboy's manual but—so far as it is published—a full and comprehensive treasury of reference for advanced scholars. When completed it will be the largest and most learned Arabic Grammar that the world has seen, and as an authority will supersede all existing works of the kind. At present it is difficult to find Indian students sufficiently advanced both in Arabic and English to appreciate and assimilate the recondite learning with which the book is replete; but for candidates for honours in Arabic the work will be indispensable, and it will be highly valued by all Arabists in Europe.

126. The Hindi version, by Babu Baleswarprasad, late headmaster of the Benares Normal School, of Dr. Cuningham's *Sanitary Primer*, has been approved by the Surgeon-General and published for use in schools. It will be a text-book, with its counterpart in Urdu, for the middle class vernacular and Anglo-vernacular examinations. Revised editions of 32 other books for schoolboys, in Sanskrit, Persian, Urdu, and Hindi, have been published for the Department or are still in the press.

Books.

Of these books, chiefly readers, grammars, geographies, histories and arithmetics, some have been almost re-written and many have been improved. Mr. Fuller, Assistant-Director of the Department of Agriculture and Commerce, has in accordance with my suggestions modified and condensed his first *Lessons in the Science of Agriculture*, and the revised work in English, together with a translation in Urdu, will soon be issued.

127. The sale of vernacular books in the North-Western Provinces has increased in the past year. About 121,500 books have been sold by Deputy Inspectors and other agencies.

128. In Oudh the English Book Depôt has been much reduced by sales during the past year, and will soon cease to exist. With regard to vernacular books the Inspector reports as follows :—"The vernacular depôt has remained as before, in the management of Munshi Nawal Kishor, who not only sells, but prints the books used by the department. The sales last year exceeded those of the previous year by over 30,000, and the price paid for them by nearly Rs. 3,000.

This large increase in the sale of vernacular books is one indication, amongst others, that a greater amount of real work has been done. The number of students has remained the same, but the sale of books has vastly increased. In other words, irregular attendance and false registers have been put down; the demand for class books has increased; a much larger sum has been spent in their purchase; and teachers have taken more pains to qualify their students to pass in the prescribed standards.

129. "During the past year several new books have been compiled or republished in Oudh by departmental officers for the use of students in vernacular schools, both primary and middle class. The following are the most important :—

(1) *Awadh-ká-Bayán.*—This is a little book on the History of Oudh during the Hindu, Muhammadan, and British periods, by Bishambhar Nath Pandit, headmaster of the Partabgarh zila school.

It has been prepared on a plan suggested by myself. The author first wrote it in English, and he is now translating it into very easy Hindustani. This book, when it is published in the vernacular, will form one of the subjects of the "lower primary examination." The Hindu period deals chiefly with the ancient kingdom of Ajodhya; the Muhammadan period with the state of the country under the different dynasties, and especially with the modern Muhammadan kingdom founded by the Nawáb Sádat Khan. The British period deals with the annexation, the mutiny, and final settlement of the country as a province of the British empire. The whole concludes with a short review of the geography of the Gangetic valley, of which Oudh forms the central block. The book will therefore serve to prepare the student's mind for a wider study of history and geography in the 4th and 3rd classes at village schools, after he has passed the lower primary examination.

(2) *Awwal Jugráfia.*—This is a small book on general geography, by Munshi Durga Prasad, the Assistant Inspector. It is both a revision and an abridgement of an older book, which has long been in use. It is intended to be the text-book on geography for the highest class at village or primary schools, and as such will form one of the subjects of the "upper primary examination." The geography of India occupies about three fourths of the whole volume, the remaining fourth being taken up with a brief view of the geography of the world.

(3) *Jugráfia-i-Gítí.*—This is a condensed edition, in one volume, of an older form of the same book in three separate parts or volumes, by Munshi Durga Prasad, the Assistant Inspector of Schools. This book contains a fuller account of general geography than is to be found in the smaller tract last described, and is intended to be used as a text-book for the "middle school examination." Just as *Jugráfia-i-Gítí* is intended for the "upper primary examination" and *Awadh-ká-Bayán* for the "lower primary." The three together form a graduated series, each separated from the other by an interval of two years' study. More than half the contents of *Jugráfia-i-Gítí* are taken up with the geography of India, about a quarter of what is left with the geography of Asia, and what still remains, with the geography of the rest of the world. The book has not yet been published, but a fair copy has just been made in manuscript and is about to be submitted to the Director for approval.

(4) *Mobádi-ul-Hisáb*, by Munshi Durga Prasad, the Assistant Inspector. This is an almost entirely new book under an old name. The old arithmetic used in vernacular schools in Oudh was quite out of date. The examples set for practice were too few, and these few were too much of the same stamp, while the methods of working set before the student were in some instances long and tedious. The new book not only gives a much greater variety of examples, and in much greater quantity, but it points out the quick and short modes of working. This book will qualify students for the upper primary examination, and for the middle school examination. The whole is not yet complete. Part I. has been finished, and Part II. commenced.

(5) *Tashíl-ul-Masáhat.*—A text-book on mensuration by Ahmad Husain, the head master of the normal tahsíli school, Partabgarh. This book was intended at

BOOKS.

the outset to be little more than a vernacular translation or adaptation of Todhunter's Mensuration, like that already published by Munshi Zaká Ullah. But as the work progressed the author found it expedient to recast much of the original matter, and added a great many fresh examples and illustrations. This book will be useful to students in preparing for the "middle class examination."

(6) *Hidáyat Náma*—By Mir Muhammad Husan, Deputy Inspector of Schools, Partabgarh. This is an almost entirely new book under an old name. The village teacher's manual, which has been in use up to date, required a thorough revision; many pages had to be omitted, and many new rules and instructions for the guidance of teachers to be introduced. The work has been done by one of the most experienced of the Deputy Inspectors in Oudh. It will form one of the subjects in the "examination for village teacherships.

(7) The remaining books are merely translations, or transliterations into the improved Kaithi character of certain business manuals of the stamp of Maktúb-i-Ahmadi. These have been chiefly done by Munshi Ambika Prashad, Deputy Inspector of Schools, Lucknow. They were required not merely for the middle school examination, the oral part of which requires Nagri candidates to read "Hindi script," but also for instruction and examination of patwáris in reading and writing, in conformity with the Government order.

The above books have not all been published, but those which have not yet been printed are either ready for the press or are in an advanced state of preparation. The object of most of them is to improve the status of our schools in those points in which the teaching was considered weak, namely, arithmetic, including mensuration, and geography. The officers who undertook the task of their preparation, in the midst of of so many onerous duties, deserve the thanks both of their fellow officers and of their superiors.

130. Since the above was written I have received and partially examined the manuscripts of Munshi Durga Prasad's *Jugráfia-i-Gítí*. The work is carefully executed and very creditable to the compiler.

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

SECTION IX.—EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

131. The returns received from Principals of colleges and divisional inspectors shew that 700 students fresh from school or college have obtained employment in the public service during the past year on salaries varying from Rs. 3 to Rs. 150 per mensem. Of these, 526 are from the North-Western Provinces, and 174 from Oudh. This number is exclusive of those ex-students who may have obtained employment for the first time a year or more after leaving school.

132. A new opening has been lately afforded to men who have passed the entrance examination in their admission by the Department of Agriculture and Commerce to the periodical examinations for kanúngoships. If successful and found physically capable of performing the active duties attached to the post, they are expected to serve a year apprenticeship to a kanúngo of experience, receiving a subsistence allowance of Rs. 10 per mensem. At the end of a year or earlier, if official aptitude is shown, they obtain permanent employment on the kanúngo staff. Eight men had obtained kanúngoships in this manner before the commencement of the year under report, and during the year 17 others have been received as apprentices. It is too early as yet to speak confidently of the results of the experiment, but so far as it has gone it has been a success

133. The same Department has been endeavouring to utilize the services of native graduates and former undergraduates to a greater extent than is usually done in public offices. During the past two and a half years three graduates of the Calcutta University have received appointments, two of whom turned out extremely well. One of these latter subsequently left on receiving the offer of a better post under the Nizam's government, and concerning the other, a former pupil of the Canning College, the present Officiating Director writes in terms of high praise. Three former undergraduates, who read up to the B.A. standard, but failed to take the degree, are also employed in the office of the Director of Agriculture, and are pronounced far superior to the ordinary run of Bengali clerks. One of them, also from the Canning College, in particular, has turned out remarkably well.

134. The Inspector of the Oudh Division reports as follows:—

"The statements show that 110 students from Anglo-vernacular or English schools obtained employment on salaries ranging from Rs. 3 to Rs. 150 per mensem, and 64 from vernacular middle class schools on salaries ranging from Re. 1-8-0 to Rs. 12. Those who have been employed on salaries of Rs. 3 and under are for the most part merely monitors at Government schools. Among English-taught students there are very few who have entered life on salaries of more than Rs. 15 per mensem, and of the vernacular ones very few who have begun life with salaries exceeding Rs. 6. Thus the prospect opened out to our students on leaving school does not seem to be at all encouraging. Probably however there are some, and I hope many, instances of men being more fortunate, of which we never hear. Most young men, if they can afford

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

it, begin work as apprentices or ummaidwars without any salary at all; and some of these (it may be hoped) after a few years obtain appointments on salaries of from Rs. 30 to Rs. 50 as vacancies occur. But no account of these events reaches this office, and hence the returns which we submit are incomplete. District Officers in Oudh are, so far as I can learn, far more willing to encourage our students and try them as apprentices, than are the amlahs and muharrirs, under whom our students are at first placed. The amlahs, unless they are checked, are apt to throw impediments in their way, for they consider the presence of a student apprentice in court as an invasion of their own rights."

MISCELLANEOUS.

135. The Principal of Benares College reports as follows on the Wards' Institution, of which he is *ex-officio* Visitor.

"There were 15 wards in the Benares Wards' Institution at the beginning of the year under report, and sixteen at its close. Five come from the North-Western Provinces, two from Oudh, three from the Central, and six from the Lower Provinces; and three of the number are Musalmans. There were four admissions and three withdrawals. The progress of the wards has on the whole been fair, eleven having received promotion after the annual examinations. The boys' health and conduct have been good, and games and exercise have not been neglected." Of the Benares College eleven, who defeated the eleven of the Muir College both at Benares and Allahabad, no fewer than five were wards. Babu Kedar Nath Paludi, Superintendent of the Institution from its establishment till April last, has after long and meritorious service retired on a special superannuation pension, and Mr. Platts, headmaster of the College School, has, as a tentative measure, been appointed Superintendent in addition to his other duties. This, after very careful consideration and consultation, appeared to the Commissioner, to the Principal of the College, and to me, to be the best arrangement feasible under present circumstances, the wards not being wealthy enough to pay for the undivided services of a properly qualified European Superintendent.

EDUCATION OF EUROPEAN AND EURASIAN CHILDREN.

136. No new school has been established for the gratuitous elementary instruction of the children of poor Europeans and Eurasians; fees have been paid and grants-in-aid given by the Government as before. The instruction given in the Allahabad Free School, which is largely attended by children of these classes, has decidedly improved, and small schooling fees are willingly paid by some of the less indigent parents. At Benares the attendance has again fallen off, and it will probably be advisable to close the special school that was established some four years ago and let the children attend a private school in the cantonments. At Agra the attendance is improving. The following table shows the number of children under instruction and the amount spent by the State on their education in these schools during the past year:—

	Number of of children.	Amount.		
		Rs.	a.	p.
1st quarter of 1880-81	182	428	6	6
2nd ditto "	209	531	1	9
3rd ditto "	229	499	0	0
4th ditto "	228	504	3	0
Total ...	...	1,962	11	3

137. The following tables give the names with some details of aided schools of a higher class for European and Eurasian children. They have all been noticed with the other aided schools of the several inspectional divisions in which they are situated:—

Girls' schools.

School.	Number of scholars on the rolls on 31st March, 1881.	Cost.	
		Grant-in-aid.	Private funds.
		Rs.	Rs.
Woodstock Girls' School, Landour	57	1,800	8,760
Canning Protestant Girls' School, Agra	50	3,780	7,812
Protestant Girls' High School, Allahabad	110	4,500	5,192
Diocesan Girls' School, Naini Tal	52	2,820	2,585
St Patrick's Orphanage, Agra	115	1,800	1,800
St Mary's Convent School, Allahabad	68	1,800	9,100
Total ...	452	16,500	35,249

MISCELLANEOUS.

Boys' schools.

School.	Number of scholars on the rolls on 31st March, 1881.	Cost. Grant-in-aid.			Cost. Private funds.		
		Rs.	a.	p.	Rs.	a.	p.
Saháranpur Sindh, Panjab, and Delhi Railway School...	20	480	0	0	1,224	0	0
St. Paul's Orphanage, Agra	87	3,000	0	0	3,000	0	0
Cawnpore Ordnance School	32	480	0	0	782	0	0
Cawnpore Memorial School (mixed)	92	3,600	0	0	5,731	0	0
Allahabad City School (mixed)	116	1,380	0	0	1,538	0	0
Allahabad Fort School	12	600	0	0	639	0	0
Naini Tal Diocesan School	77	5,808	0	0	5,940	0	0
Tándla Railway School	35	480	0	0	1,028	0	0
St. George's College, Mussoorie...	70	3,000	0	0	13,850	0	0
High School, Agra	24	1,970	0	0	1,237	0	0
St. Peter's College, Agra	80	3,000	0	0	3,000	0	0
High School, Allahabad	125	6,000	0	0	5,098	0	0
East Indian Railway School, Allahabad, mixed ...	51	360	0	0	796	0	0
Ditto ditto Moghal Sarai	18	360	0	0	540	0	0
Ditto ditto Cawnpore	22	360	0	0	1,133	0	0
Ditto ditto Aligarh	12	360	0	0	660	0	0
Ditto ditto Gháziabad	20	360	0	0	1,080	0	0
Total ...	893	31,598	0	0	47,276	0	0

138. The following is from the report of the Inspector of the Oudh Division.

"Outside of Lucknow, there is no school, so far as I know, for East Indians in the Oudh province; nor do I believe that in any sadr station except Lucknow, and possibly Fyzabad, there is sufficient population of this class to maintain one. In Fyzabad there might be room for a small mixed school of 15 or 20 children at the most; but as no application has been received in this office for a grant-in-aid to a school of this description, it may be inferred either that the demand does not exist, or if it does, that it has not been urgently felt.

In Lucknow there is a considerable East Indian and European population; and there are altogether five good schools open to them; namely:—

La Martinière Boys' School—(unaided);
La Martinière Girls' School—(aided);
Centennial Boys' School, American Mission (aided):
Lal Bagh Girls' School ditto ditto (aided);
Loretto Convent School (mixed) (unaided).

All of these are excellent schools in their way, so far as I am able to judge. The Loretto Convent school teaches little boys and girls of any age. It has a good reputation; but it sent no reply to the reference from this office enquiring the number of students under instruction. A report has already been given of the two Martinière schools, and the two American schools, all of which except La Martinière boys' school are open to inspection. The following statement shows how many pupils, male and female, attending these four schools, belong to Lucknow or to some other station of Oudh:—

Names of Institutions.	Children whose parents or guardians reside in Lucknow.		Children whose parents or guardians reside in any part of Oudh except Lucknow.		Children whose parents or guardians reside in any part of India other than the Province of Oudh.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
La Martinière Boys' School, Lucknow ...	73	...	13	...	154	...
Ditto Girls ditto	...	19	...	3	...	25
A. M Girls' School, Lal Bagh	...	25	...	5	...	4
A. M. Centennial School, Lucknow	19	...	...	...	...	...
Total ...	92	44	13	8	154	29

"Thus the total number of boys from Lucknow and the out-stations of Oudh is 105, and of girls 52, or a little less than half. Probably the returns of the Loretto Convent, if we knew what they were, would go some way towards removing this disparity. But it is well known that girls are apt to be neglected, and that parents of the poor East Indian class feel as natives do in this matter, and consider the education of their sons a matter of much greater importance. Hence we cannot be sure that all the girls of a school-going age in Lucknow are receiving such instruction as they require, though probably the number who are growing up wholly illiterate is very small. The Centennial School, situated as it is in the neighbourhood of the Kaisar

Bagh, is very convenient to those boys whose parents cannot afford the omnibus hire to La Martinière."

139. The following tables give the most important details of the chief aided orphanages in the provinces. The educational status and general condition of each of these institutions have been noticed in the Inspectors' reports.

Orphanages for girls.

School.	Number of scholars on the roll on 31st March, 1881.	Average daily attendance.	Cost. Grant-in-aid.			Cost. Private funds.		
			Rs.	a.	p	Rs.	a.	p.
Christian Female Orphanage, Secundra, Agra ...	201	184	1,400	0	0	1,500	0	0
Baptist Mission, Ramkatora, Benares (mixed) ...	30	30	156	0	0	720	0	0
S. P. G. Asrapur, Cawnpore	54	43	900	0	0	1,186	0	0
Girl's School, Ghâzipur	36	30	120	0	0	120	0	0
A. M. E. Mission, Paori, Garhwâl	41	40	504	0	0	633	0	0
Bareilly Orphanage	278	277	2,100	0	0	7,428	0	0
St. Joseph's Orphanage, Agra	168	164	1,200	0	0	1,200	0	0
St. Patrick's Orphanage, Agra	121	105	1,800	0	0	1,800	0	0
Total ...	929	873	8,180	0	0	14,587	0	0

Orphanages for boys.

School.	Number of scholars on the rolls on 31st March, 1881.	Average daily attendance.	Cost. Grant-in-aid			Cost. Private funds.		
			Rs.	a.	p.	Rs.	a.	p.
Saháranpur	41	34	360	0	0	600	0	0
Agra, Secundra, mixed	205	190	1,950	0	0	2,522	0	0
Roorkee Orphanage	68	57	1,500	0	0	1,800	0	0
Shahjahanpur Orphanage	232	186	2,640	0	0	3,540	0	0
Agra, St. Paul's Orphanage	87	82	3,000	0	0	3,000	0	0
Total ...	633	549	9,450	0	0	11,462	0	0

140. After the completion of a decade it may be interesting to look back and to see in what lines and to what extent, so far, that is, as it may be stated in figures, this Department has progress to record. To attempt to show the general effects of education during the past ten years, its influence on the manners, morals, prosperity, and general condition of those who have come under its power, would of course be out of place in a departmental report of this kind. I look back then to the report which, as Officiating Director of Public Instruction, I wrote for the year ending on the 31st of March, 1871, and to the report for the same year by Mr. Browning, who was then Director of Public Instruction in Oudh. The total number of pupils under instruction and inspection at the end of the year then reported on was in the North-Western Provinces, 146,790, and in Oudh 37,848 ; at the end of the past year, the numbers were 171,055 and 54,348, respectively. These figures show a total increase in the number of pupils on the roll of 40,765 or 22 per cent., and it is still more satisfactory to know that the actual daily attendance has at least correspondingly increased. Owing to the exertions of the district school committees, the inspectors and their subordinates, fraudulent or careless registration has been generally checked, and our returns may now as a rule be accepted as trustworthy.

141. The number of English Government colleges for university education remains the same, the Muir Central College having taken the place of the thinly-attended college at Bareilly which was closed in 1876-77. In the North-Western Provinces the number of students has risen from 78 to 180, the Muir College alone having almost as many pupils as the three colleges together in 1871. The number of students in the Benares Sanskrit College has, in spite of the abolition in 1877 of the Anglo-Sanskrit Department, risen from 210 to 410. The Muhammadan Anglo-Oriental College, which in 1871 had no existence, has been added to the list of colleges and has now 28 students on its rolls. The London Mission High School at Benares has also undergraduates reading up to the F.A. examination. The total result is that in the North-Western Provinces, 223 students are now receiving university instruction in English against 80 in 1871, and in Oudh 111 against 56. There has also been a great improvement in the instruction given in Government colleges. In 1871 there was no provision for the teaching of physical science.

REVIEW OF THE DECADE.

Since that time professorships have been established at Allahabad and Benares with the most satisfactory results, students from both colleges having for some years taken up the subject with success in the B.A. examination, and several from Allahabad having obtained the M.A. degree and honours in physical science. In 1871 three students passed for honours, four took the B.A. degree, and 24 passed the F.A. examination. In the present year the numbers are respectively 7, 22, and 48.

142. In zila schools, Budaun has been reduced to the lower grade, and Meerut, Farukhabad, and Bánda have been raised to high schools. The oriental zila school at Jaunpur has been converted into a lower zila or middle English school of the ordinary type. One hundred and nine boys passed the entrance examination in 1870, of whom 60 came from Government schools. In the past year 270 passed, of whom 142 were candidates from Government schools.

In the middle and lower classes of these schools the schemes of studies have been de-Anglicized. English is now taught as a language, and history, geography, mathematics, and other subjects are taught in the vernaculars of these provinces. In Oudh a number of Anglo-vernacular schools, thinly attended and unappreciated, have been de-Anglicized, to the great advantage of sound middle class education.

143. Two important examinations, partly qualifying for State employment and partly testing general progress, have been established for all Government and aided schools, pupils from unaided schools and persons privately educated being also admitted.

144. For middle class vernacular education much has been done. Pargana or town schools, a sort of lower grade tahsíli schools, have been established in 23 towns, and secondary instruction is now given in 234 Government vernacular schools, exclusive of the halkabandi schools which teach beyond the primary standard. In Oudh in 1871 there were 18 Anglo-vernacular town schools and 33 vernacular town schools; there are now 50 vernacular middle schools in their stead.

145. Owing to the introduction of new educational forms no comparison can be made of the number attending N.-W.P. village schools in 1871 and in the present year; but the great increase in the total number of pupils under instruction is chiefly due to the greater attendance in schools of this class. In Oudh the number of village school-boys on the roll in 1871 was 23,270, at present it is 46,771.

146. The Oudh Directorship has, in consequence of the amalgamation of the Provinces, been abolished; the two departments have been combined, and the system has been more or less assimilated. A new gradation has been introduced, which has considerably improved the salaries and prospects of the principal officers of the Department, and the Royal Warrant has assigned rank in the scale of precedence to officers in the higher grades.

147. A magnificent building for the Muir Central College has been nearly completed. Large and handsome zila school houses have been built, as at Meerut, Etah, and Jaunpur. Many tahsíli and pargana schoolhouses, substantial and commodious, have been constructed in various places, and village schools have been provided with cheaper but generally sufficient accomodation.

148. Increased authority has been given to school committees in the North-Western Provinces, and the schools have profited by the closer attention bestowed upon them by the District Officers and Commissioners.

149. The old circles of inspection in the North-Western Provinces have been abolished and an Inspector has been given to each revenue division, with a normal school at his head-quarters.

150. The progress of education among a generally poor and ignorant population where compulsion is impossible must be slow, but I see no reason to consider that the advance made in the past ten years in these provinces is unsatisfactory or discouraging.

NAINI TAL;
29*th June*, 1881.

R. GRIFFITH,
Director of P. I., N.-W. P. and Oudh.

EDUCATION GENERAL FORM No. I.

Return of Colleges, Schools, and Scholars for the official year 1880-81.

Area and population of the provinces.					Colleges, Schools, and Scholars.	University education.	Secondary.		Primary education.	Special or technical education.						Percentage of schools and scholars to population.			Remarks.
Number of districts.	Number of divisions.	Total area.	Cultivated area.	Total population.		Colleges.	High schools.	Middle schools.	Primary schools.	Schools of Art.	Medical schools.	Engineering schools.	Normal schools.	Industrial schools.	Other schools.	High schools.	Middle schools.	Primary schools.	
49	11	105,767	54,626	44,107,889	Institutions, For males ...	11	52	582	5,610	...	1	...	18	1	...	·00	·00	·00	
					Institutions, For females ...	...	4	8	302	...	...	...	4	1	...	·00	·00	·00	
					Total ...	11	56	590	5,913	...	1	...	22	2	...	·00	·00	·00	
					Scholars ... Males ...	888	1,442	7,310	205,903	...	54	...	339	45	...	·00	·00	·47	
					Scholars ... Females ...	...	82	266	8,906	...	...	...	85	83	...	·00	·00	·00	
					Total ...	888	1,524	7,576	214,809	...	54	...	424	128	...	·00	·00	·49	

R. T. H. GRIFFITH,
Director of Public Instruction, N.-W. P. and Oudh.

EDUCATION GENERAL

Return of Colleges, Schools, and Scholars,

Class of Institutions.	Government Institutions.							Aided Institutions.						
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls during the year.	Average daily attendance.	Number of scholars on 31st March learning English.	Number of scholars on 31st March learning A classical language.	Number of scholars on 31st March learning A vernacular language.	Number of Institutions.	Number of scholars on the rolls on 31st March	Average number on the rolls during the year.	Average daily attendance.	Number of scholars on 31st March learning English.	Number of scholars on 31st March learning A classical language.	Number of scholars on 31st March learning A vernacular language.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
University Education.														
Arts Colleges.														
English	3	180	144	126·65	177	131	...	2	139	117	94·36	139	107	...
Oriental	1	410	369	332·00	...	410	...	2	121	109	85·00	14	88	33
Colleges or Departments of Colleges for professional training.														
Law	...	...	...	...	...	...	...	2	23	26	20·00	23	...	...
Secondary Education.														
High and Middle Schools.														
For boys: English ...	65	2,680	2,451·51	2,042·95	2,680	2,121	832	67	2,535	2,436·14	2,005·48	2,530	1,543	1,368
For boys: Vernacular ...	494	3,292	3,173·54	2,646·34	...	1,124	3,256	5	203	201·82	175·17	...	180	41
For girls: English ...	...	...	...	...	...	...	...	12	348	339·00	316·00	347	61	95
For girls: Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Education.														
Primary Schools.														
For boys: English ...	62	5,095	4,736·84	3,975·35	4,412	1,315	3,943	73	7,937	7,572·64	6,036·92	6,406	1,575	6,032
For boys: Vernacular ...	5,393	189,241	180,372·18	143,992·66	...	15,570	188,460	49	2,540	2,548·00	1,925·00	58	250	2,456
For girls: English ...	...	...	...	...	...	...	...	17	1,334	1,330·00	1,083·00	795	37	1,098
For girls: Vernacular ...	160	3,757	3,688·01	2,879·29	...	56	3,742	115	3,480	3,457·50	2,793·36	13	...	3,473
Schools for special or technical training.														
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	1	54	58	54	...	...	54	...	...	...	...	...	...	...
Engineering schools ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Normal schools for masters ...	18	339	347	326	...	50	408	...	...	...	...	...	...	...
Ditto for mistresses,	3	17	18	16	...	14	17	1	68	71	70	68	...	68
Industrial schools ...	...	...	...	...	...	...	...	2	128	129	123	...	...	45
Others	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ..	6,200	205,065	195,357·58	156,391·24	7,969	20,791	200,722	347	18,856	18,337·10	14,727·29	10,393	3,847	14,709

EDUCATION GENE

Return of Expenditure on Educational Establishments, North-

Class of Institutions.	Expenditure. Government Institutions.							Expenditure. Aided Institutions.						
	Provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.
1	2a	2b	2c	2d	2e	2f	2	3a	3b	3c	3d	3e	3f	3
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.
University Education.														
Arts Colleges.														
English	96,247	...	27,319	6,977	...	580	1,31,123	14,702	...	16,040	1,332	512	7,674	40,260
Oriental	11,759	...	120	...	...	...	11,879	3,693	...	4,310	154	...	1,687	9,844
Colleges or Departments of Colleges for professional training.														
Law	...	...	...	...	...	...	...	3,935	...	1,100	1,369	...	4,000	10,404
Secondary Education.														
High and Middle Schools.														
For boys... English ...	169,660	1,067	3,728	13,074	4,783	865	1,93,177	62,524	108	11,441	28,435	4,308	62,200	1,69,016
For boys... Vernacular ...	32,901	21,724	54[illegible]	2,244	958	491	58,860	1,194	...	109	326	550	643	2,822
For girls... English ...	...	...	...	...	...	...	...	9,390	...	338	19,037	270	13,373	42,403
For girls... Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Education.														
Primary Schools.														
For boys... English ...	44,781	1,430	1,087	15,288	8,884	1,526	72,996	49,084	144	3,959	24,075	7,711	35,125	1,20,098
For boys... Vernacular ...	64,775	5,15,443	1,445	18,454	17,504	3,777	6,21,398	5,002	162	418	859	810	7,303	15,154
For girls... English ...	...	...	...	...	...	...	...	14,667	...	1,005	13,753	1,104	15,836	46,365
For girls... Vernacular ...	11,437	3,572	36	...	900	528	16,473	11,483	...	95	72	1,150	23,391	36,191
Schools for special or technical training.														
Medical schools	18,158	...	288	...	...	...	18,446	...	...	...	...	...	...	...
Normal schools for masters ...	30,865	4,397	135	...	...	...	35,397	...	...	...	...	...	...	...
Ditto for mistresses ...	270	144	...	...	...	23	437	1,920	...	120	663	...	2,647	5,350
Industrial schools	...	...	...	...	...	...	...	720	...	...	...	...	940	1,660
Others	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Universities	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	34,461	...	...	...	...	...	34,461	...	...	...	...	...	...	...
Inspection	199,858	5,873	...	...	...	...	2,05,731	...	...	...	...	...	...	...
Scholarships ... Colleges ...	6,199	...	...	...	...	...	6,199	1,648	...	73	...	...	...	1,721
Scholarships ... Schools ...	3,193	5,128	713	...	823	91	9,948	723	...	...	...	...	...	723
Buildings	528	10,315	...	...	28	29	10,900	...	...	...	...	...	...	...
Endowments	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	15,689	14,606	...	...	...	...	30,295	...	...	...	...	...	...	...
Total ...	7,40,781	5,83,699	35,413	56,037	33,880	7,910	14,57,720	1,81,285	414	39,003	90,075	16,415	1,74,819	5,02,011

N. B.—Total of column 4c. includes Rs. 64 on account of local rates, as per Note A. This amount has been considered as

FORM No. 2.

for the official year 1880-81.

Unaided Institutions under regular inspection.									Grand Total of Scholars on 31st March learning			Classification according to race or creed of the scholars on 31st March.					Remarks.
Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls during the year.	Average daily attendance.	Number of scholars on 31st March learning English.	A classical language	A vernacular language.	Grand Total of institutions.	Grand Total of scholars on 31st March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	
16	17	18	19	20	21	22	23	24	25	26	27	28a	28b	28c	28d	28e	
1	15	12	11	15	15	...	6	334	331	253	...	1	6	286	41	...	
...	...	...	...	...	...	...	3	531	14	498	33	...	...	464	67	...	
...	...	...	...	...	...	...	2	23	23	...	...	...	...	19	4	...	
3	42	33 46	25·82	42	12	30	135	5,257	5,252	3,676	2,230	296	180	3,974	802	5	
...	...	...	...	...	...	...	499	3,495	...	1,310	3,307	...	...	2,766	720	9	
...	...	...	...	...	...	...	12	348	347	61	95	277	71	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
13	492	523 63	386 12	373	22	440	148	13,524	11,191	2,912	10,415	724	898	8,867	3,002	33	
20	598	577 00	432·00	...	131	500	5 462	192,379	58	15,951	191,416	...	366	161,611	29,617	785	
...	...	...	...	...	...	...	17	1,334	795	37	1,098	282	784	103	160	5	
11	335	328·00	260 00	...	...	335	286	7,572	13	56	7,550	...	702	4,029	2,800	41	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	1	54	...	...	54	...	·4	24	26	...	
...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	18	339	...	50	408	...	...	260	79	...	
...	...	...	...	...	...	...	4	85	68	14	85	5	63	5	12	...	
...	...	...	...	...	...	...	2	128	...	...	45	6	122	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
48	1,482	1,474·09	1,144 44	430	180	1,305	6,595	225,403	18,092	24 818	216,786	1,591	3,196	182,408	37,330	878	

RAL FORM. No. 3.

Western Provinces and Oudh, for the official year 1880-81.

Unaided Institutions under regular inspection.								Average annual cost of educating each pupil.					Remarks.
								Government Institutions.		Aided Institutions.		Unaided Institutions.	
Endowments.	Fees.	Other sources.	Total.	Total Government expenditure.	Total expenditure from other sources	Grand total of expenditure.	Percentage on total expenditure.	Total cost.	Cost to Government.	Total cost.	Cost to Government.	Total cost.	
4a	4b	4c	4	5	6	7	8	9	10	11	12	13	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p	Rs. a. p.	
...	260	4,450	4,710	1,10,949	65,144	1,76,093	8·91	1,035 5 1	759 15 1	426 10 7	155 12 11	428 2 11	
...	...	...	...	15,452	6,271	21,723	1·09	35 12 6	35 6 8	115 12 11	43 7 1	...	
.	...	...	...	3,935	6,469	10,404	·53	...	...	212 5 2	80 4 10	...	
...	42	(a)1,083	1,125	2,33,423	1,29,895	3,63,318	18·38	94 8 11	83 9 1	84 4 5	31 3 8	44 6 10	(a) Local rates ... Rs. 64; Municipal grants, 300; Other sources ... 719; Total ... 1,083
...	...	...	...	55,819	5,863	61,682	3 12	22 3 10	20 10 3	16 1 9	6 13 0	...	
...	...	...	...	9,390	33,013	42,403	2·15	...	...	134 3 0	29 11 5	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
505	383	(b)5 305	6,193	95,439	1,03,848	1,99,287	10·08	18 5 9	11 9 11	19 14 3	8 2 5	16 0 6	(b) Municipal grants, 1,656; Other sources ... 3,649; Total ... 5,305
946	52	1,781	2,779	5,85,982	53,349	6,39,331	32 35	4 5 0	4 0 6	7 13 11	2 12 7	6 6 11	
...	...	...	...	14,667	31,698	46,365	2·35	...	...	42 13 0	16 8 8	...	
...	...	(c)1,395	1,395	26,492	27,567	54,059	2·74	5 11 6	5 3 4	12 15 3	4 1 9	5 5 10	(c) Municipal grants, 150; Other sources ... 1,245; Total ... 1,395
...	...		...	18,158	288	18,446	·93	341 9 6	336 4 1	...	...	...	
...	...	...	...	35,262	135	35,397	1·79	108 9 3	108 2 7	...	...	...	
...	...	...	...	2,334	3,453	5,787	·29	27 5 0	25 13 6	76 6 10	27 6 10	...	
...	...	...	...	720	940	1,660	·08	...	...	13 7 11	5 12 10	...	
...	...	...	...	...	...	...	...	...		...	...	...	
...	...	...	...	...	...	...	..	...	...	...	...	...	
...	...	...	...	34,461	...	34,461	1 74	...	...	...	...	...	
...	...	...	...	2,05,731	...	2,05,731	10·41	...	...	...	...	...	
...	...	...	...	7,847	73	7,920	40	...	...	...	...	...	
...	...	...	...	9,044	1,627	10,671	·54	...	...	...	...	...	
...	...	...	...	10,843	57	10,900	·55	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	30,295	...	30,295	1 54	...	...	...	...	...	
1,451	737	14,014	16,202	15,06,243	4,69,690	19,75,933	100	9 5 1	8 7 6	34 1 4	12 3 6	14 8 7	

Government expenditure, and has, therefore, been added to the total of column 5 instead of column 6.

R. T. H. GRIFFITH,
Director of Public Instruction, N.-W. P. and Oudh.

EDUCATION GENERAL FORM No. 4.

Return showing the Result of Prescribed Examinations during the official year 1880-81.

Nature of examination.		Number of Institutions sending examinees.			Number of examinees.				Number passed.				Percentage of passed scholars on total number on rolls at beginning of the year.	
		Government Institutions.	Other Institutions.	Total.	Government Institutions.	Other Institutions.	Private students.	Total.	Government Institutions.	Other Institutions.	Private students.	Total.	Government Institutions.	Other Institutions.
1		2	3	4	5	6	7	8	9	10	11	12	13	14
Arts Colleges.														
Master of Arts		1	1	2	4	4	...	8	4	3	...	7	100·0	75·0
Bachelor of Arts		3	1	4	29	12	...	41	15	7	...	22	51·7	58·3
First Arts		3	4	7	36	55	...	91	21	27	...	48	58·3	49·1
Colleges for professional training.														
Bachelor of Law		...	2	2	...	5	...	5	...	2	...	2	...	40·0
Schools.														
Matriculation		25	30	55	211	203	11	425	142	125	3	270	67·3	61·5
Standard equivalent to Matriculation	Boys ...	1	4	5	1	30	...	31	1	17	...	18	100·0	56·6
	Girls ...	...	4	4	...	47	...	47	...	9	...	9	...	19·1
Middle school examination	Boys ...	416	61	477	1,579	437	78	2,094	458	58	6	522	29·0	13·2
	Girls ...	...	5	5	...	99	...	99	...	31	...	31	...	31·3
Upper primary school examination	Boys ...	3,791	91	3,882	12,537	1,499	...	14,036	6,893	674	...	7,567	54·9	44·9
	Girls ...	78	39	117	176	302	...	478	60	95	...	155	34·0	31·4
Lower primary school examination	Boys ...	5,087	108	5,195	32,955	2,227	...	35,182	15,540	894	...	16,434	47·1	40·1
	Girls ...	147	71	218	1,488	1,378	...	2,866	317	203	...	520	21·3	14·7

N. B.—From the Canning College, Oriental Department, 1 student passed an examination considered equivalent to the B.A., and 2 students one equivalent to the F.A. Examination.

R. T. H. GRIFFITH,
Director of Public Instruction, N.-W. P. and Oudh.

SUBSIDIARY FORMS.

SUBSIDIARY FORM No. I.

Statistical Return of Colleges for the official year 1880-81.

District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March. Reading for degree.	Reading for the first arts licentiate or corresponding examination.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Number of scholars on 31st March learning English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Expenditure. Grants from provincial revenues.	Endowments.	Fees.	Other sources.	Total	Annual cost of educating each scholar. Total cost.	Cost to Government.	Remarks.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9	10	11	12
																			Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	
	ARTS COLLEGES. *English.*																									
Agra ...	Government	1	11	20	31	24	21·14	...	...	28	3	...	31	...	1	1	14	9	10,252	22,817	956	26	34,051	1,610 11 9	484 15 4	
Benares ...	Ditto	1	21	49	70	59	52·00	1	...	64	5	...	68	...	1	2	23	33	30,969	1,371	2,678	554	35,572	684 1 3	595 8 11	
Allahabad ..	Ditto	1	36	43	79	61	53·51	...	3	68	8	...	78	...	...	5	23	19	55,026	3,131	3,343	...	61,500	1,149 5 1	1,028 5 4	
	Total ...	3	68	112	180	144	126·65	1	3	160	16	...	177	...	2	8	60	61	96,247	27,319	6,977	580	1,31,123	1,035 5 1	759 15 1	
Aligarh ...	Aided	1	4	24	28	20	15·36	...	...	13	15	...	28	...	...	2	23	3	2,805	564	649	*8,118	12,136	790 1 9	182 9 10	
Lucknow ...	Ditto	1	32	79	111	97	79·00	...	3	100	8	...	111	...	...	...	48	31	11,897	15,476	683	68	28,124	356 0 0	150 9 6	
	Total, Aided ...	2	36	103	139	117	94·36	...	3	113	23	...	139	...	...	2	71	34	14,702	16,040	1,332	8,186	40,260	426 10 7	155 12 11	
Agra ...	Unaided						Statistics of St. John's College not received.																			
Benares ...	Ditto	1	...	15	15	12	11·00	...	...	13	2	...	15	...	...	...	5	10	...	...	260	4,450	4,710	428 2 11	...	
Lucknow ...	Ditto	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	Total, Unaided ...	1	...	15	15	12	11·00	...	...	13	2	...	15	...	...	...	5	10	...	...	260	4,450	4,710	428 2 11	...	
	Total, English Colleges ...	6	164	230	334	273	232·01	1	6	286	41	...	331	...	2	10	126	105	1,10,949	43,359	8,569	13,216	1,76,093	758 15 9	478 3 3	
	Oriental.																									
Benares ...	Govt. Sanskrit College ...	1	...	410	410	369	332·00		...	410	...	...	...	...	...	...	...	410	11,759	120	...	...	11,879	35 12 6	35 6 8	
Aligarh ...	Aided	1	...	14	14	17	14·00	...	...	1	13	...	14	...	...	11	3	...	569	66	137	1,687	2,459	175 10 3	40 10 3	
Lucknow ...	Ditto	1	...	107	107	92	71·00	...	...	53	54	...	...	33	...	33	22	19	3,124	4,244	17	...	7,385	104 0 2	44 0 0	
	Total, Aided Colleges ...	2	...	121	121	109	85·00	...	...	54	67	...	14	33	...	44	25	19	3,693	4,310	154	1,687	9,844	115 12 11	43 7 1	
	Total, Oriental Colleges ...	3	...	531	531	478	417·00	...	...	464	67	...	14	33	...	44	25	429	15,452	4,430	154	1,687	21,723	52 1 5	37 0 10	
	Grand Total, Arts Colleges,	9	104	761	865	751	649·01	1	6	750	108	...	345	33	2	54	161	534	1,26,401	47,789	8,723	14,903	1,97,816	304 12 8	194 12* 1	
	COLLEGES OR DEPTS. OF COLLEGES FOR PROFESSIONAL TRAINING. *Law.*																									
Allahabad ...	Aided	1	5	16	21	21	15	...	...	17	4	...	21	...	...	...	...	...	3,132	107	1,268	4,000	8,507	567 2 2	208 12 10	
Lucknow ...	Ditto	1	2	...	2	5	5	...	...	2	...	...	2	...	...	...	...	...	803	993	101	...	1,897	55 12 11	23 9 9	
			(9)		(9)	(56)	(29)			(9)		...	(9)													
	Total ...	2	7	16	23	26	20·00	...	...	19	4	...	23	...	...	...	...	...	3,935	1,100	1,369	4,000	10,404	212 5 2	80 4 10	
	Engineering.																									
Sahâranpur (Roorkee.)	Government						This is a special college which cannot fit into this form.																			
	Grand Total, Professional Colleges ...	2	7	16	23	26	20·00	...	...	19	4	...	23	...	...	...	...	...	3,935	1,100	1,369	4,000	10,404	212 5 2	80 4 10	
	Grand Total of all Colleges	11	111	777	888	777	669·01	1	6	769	112	...	368	33	2	54	161	534	1,30,336	48,889	10,092	18,903	2,08,220	311 3 9	194 13 1	

*Rs. 512 on account of municipal grant.

N.B.—The figures within brackets, opposite to the Law Department, represent those pupils who are also studying in the Arts Department; hence they have not been counted in the total column of this statement.

R. T. H. GRIFFITH,

Director, Public Instruction, N.-W. P. and Oudh.

SUBSIDIARY

Statistical return of High and Middle Schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1881. In high schools.	In middle schools.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1881. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
		English schools.											
	Dehra Dún ...	Aided ...	4	27	55	82	74·	69·	61	2	17	2	...
	Saháranpur ...	Government ...	1	...	33	33	27·	22·	...	...	29	4	...
		Aided ...	2	...	90	90	114·	85·	...	3	68	19	...
		Unaided ...	1	11	...	11	5·	5·	...	...	9	2	...
		Total ...	4	11	123	134	146·	112·	...	3	106	25	...
	Muzaffarnagar ...	Government ...	1	...	36	36	33·	30·	...	...	35	1	...
	Meerut	Ditto ...	2	10	93	103	90·	71·	...	...	86	17	...
		Aided ...	2	12	45	57	56·	41·	2	7	38	10	...
		Total ...	4	22	138	160	146·	112·	2	7	124	27	...
MEERUT.	Bulandshahr ...	Government ...	1	...	35	35	31·	28·	...	...	32	3	...
	Aligarh	Ditto ...	3	35	132	167	149·	120·	2	2	147	14	2
		Aided ...	3	32	131	163	120·	92·	...	...	76	87	...
		Total ...	6	67	263	330	269·	212·	2	2	223	101	2
		Total, Government schools ...	8	45	329	374	330·	271·	2	2	329	39	2
		Total, aided do. ...	11	71	321	392	364·	287·	63	12	199	118	...
		Total, unaided do. ...	1	11	...	11	5·	5·	...	...	9	2	...
		Grand Total ...	20	127	650	777	699·	563·	65	14	537	159	2
	Muttra	Government ...	2	20	70	90	85·80	69·80	...	...	86	4	...
	Agra ...	Ditto ...	2	45	24	69	53·41	47·82	...	...	54	15	...
		Aided ...	*9	67	260	327	306·86	261·60	85	49	166	27	...
		Total ...	11	112	284	396	360·27	309·42	85	49	220	42	...
	Farukhabad ...	Government ...	2	31	59	90	83·	70·	...	4	79	7	...
		Aided ...	1	...	20	20	18·80	15·09	...	2	15	3	...
		Total ...	3	31	79	110	101·80	85·09	...	6	94	10	...
AGRA.	Mainpuri ...	Government ...	1	...	40	40	34·	28·59	...	...	37	3	...
	Etáwah ...	Ditto ...	2	24	65	89	94·	82·	...	...	89	...	...
	Etah ...	Ditto ...	1	...	35	35	28·17	24·80	...	...	35		...
		Total, Government schools ...	10	120	293	413	376·38	323·01	...	4	380	29	...
		Total, aided do. ...	10	67	280	347	325·66	276·69	85	51	181	30	...
		Grand Total ...	20	187	573	760	704·04	599·70	85	55	561	59	...

* From these schools 15 passed the examination equivalent to middle school examination.

FORM No. 2.

and Vernacular), for the official year 1880-81.

Number of scholars on 31st March, 1881, learning.						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
82	61	61	...	21	...	3,480	...	...	6,147	...	12,740	22,367	324 2 6	50 6 11	5	...
33	33	...	...	...	...	1,914	...	...	102	47	7	2,070	94 1 5	87 0 0	...	...
85	78	...	...	7	5	930	...	...	340	120	1,588	2,978	35 0 6	10 15 0	3	†2
11	4	...	...	7	...	...	...	...	22	300	251	573	114 9 7	...	3	...
129	115	...	...	14	5	2,844	...	...	464	467	1,846	5,621	50 3 0	25 6 8	6	2
36	16	...	...	20	...	1,995	...	...	122	...	186	2,303	76 12 3	66 8 0	...	3
103	44	...	...	56	3	3,731	...	44	454	213	12	4,454	62 11 8	52 8 9	3	7
57	4	...	...	53	...	1,859	...	...	237	215	3,321	5,632	137 5 10	45 5 5	5	3
160	48	...	...	109	3	5,590	...	44	691	428	3,338	10,086	90 0 10	49 14 6	8	10
35	16	...	...	15	4	2,032	...	51	91	191	...	2,365	84 7 5	72 9 2	...	7
167	41	...	...	83	31	3,963	...	246	745	962	20	5,936	49 7 6	33 0 5	3	3
163	19	...	19	97	28	2,430	...	181	938	1,263	5,777	10,589	115 1 6	26 6 7	13	2
330	60	...	19	180	59	6,393	...	427	1,683	2,225	5,797	16,525	77 15 2	30 2 6	16	5
374	150	...	...	174	38	13,635	...	341	1,514	1,413	125	17,128	63 3 3	50 5 0	6	20
387	162	61	19	178	33	8,659	...	181	7,662	1,598	23,426	41,566	144 13 3	30 5 0	26	7
11	4	...	...	7	...	...	...	...	22	300	251	573	114 9 7	...	3	...
772	316	61	19	359	71	22,334	...	522	9,198	3,311	23,902	59,267	105 2 4	39 10 8	35	27
90	31	...	...	54	5	4,746	...	...	129	532	...	5,407	77 7 5	67 15 10	5	6
69	9	...	...	45	15	13,382	...	214	443	...	32	14,071	294 3 11	279 13 6	7	6
327	147	62	...	174	34	11,900	...	370	2,671	480	11,272	26,693	102 0 7	45 7 9	8	7
396	156	62	...	219	49	25,282	...	584	3,114	480	11,304	40,764	131 11 10	81 11 2	15	13
90	35		...	42	13	4,914	...	...	117	72	36	5,139	73 6 7	70 3 2	3	7
20	...	...	...	20	...	137	...	...	24	89	95	345	23 8 3	9 1 3	...	1
110	35	...	...	62	13	5,051	...	...	141	171	131	5,494	64 9 0	59 5 9	3	8
40	30	...	...	5	5	2,092	150	...	23	103	...	2,371	82 14 10	78 8 4	...	2
89	...	...	...	45	44	9,129	150	217	214	84	...	9,794	119 7 0	113 2 6	4	8
50	20	...	...	5	10	2,081	336	...	35	177	...	2,629	106 0 1	97 7 4	...	1
413	125	...	...	198	92	36,347	636	431	961	968	68	39,411	122 0 2	114 7 10	19	32
347	147	62	...	194	34	12,037	...	370	2,695	579	11,367	27,048	97 12 1	43 8 0	8	8
760	272	62	...	390	126	48,384	636	801	3,656	1,547	11,435	66,459	110 13 1	81 11 10	27	40

† Two passed Roorkee examination.

SUBSIDIARY

Statistical Return of High and Middle Schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1881. In high schools.	In middle schools.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1881. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
ROHILKHAND.	Bijnor	Government ...	1	...	47	47	38·	32·	...	...	30	17	...
	Moradabad ...	Ditto ...	2	29	74	103	98·	81·	...	...	89	14	...
		Aided ...	1	...	33	33	26·	22·	...	...	26	1	...
		Total ...	3	29	107	136	124·	103·	...	6	115	15	...
	Budaun ...	Government ...	1	...	46	46	45·	38·	...	...	41	5	...
	Bareilly ...	Ditto ...	2	74	152	226	197·	178·	3	7	173	43	...
	Shâhjahânpur ...	Ditto ...	2	10	42	52	53·	42·	1	...	36	15	...
		Aided ...	1	...	20	20	33·	25·	...	14	4	2	...
		Total ...	3	10	62	72	86·	67·	1	14	40	17	...
	Pilibhît ...	Government ...	1	...	8	8	12·	9·	...	...	4	4	...
		Total, Government schools ...	9	113	369	482	443·	380·	4	7	373	98	...
		Total, aided schools	2	...	53	53	59·	47·	...	20	30	3	...
		Grand Total ...	11	113	422	535	502·	427·	4	27	403	101	...
ALLAHABAD.	Cawnpore	Government ...	2	37	92	129	105·3	84·68	1	...	119	9	...
		Aided ...	4	19	77	96	107·9	93·70	56	1	35	3	1
		Total ...	6	56	169	225	213·2	178·38	57	1	154	12	1
	Fatehpur ...	Government ...	1	...	32	32	22·91	18·91	...	...	27	5	...
	Bánda ...	Ditto ...	2	14	52	66	77·93	64·13	...	1	48	17	...
	Hamírpur ...	Ditto ...	1	...	20	20	18·58	13·94	...	...	17	3	...
	Allahabad ...	Ditto ...	2	83	127	210	196·	163·	...	6	166	38	...
		Aided ...	3	25	72	97	94·17	83·8	69	...	24	3	1
		Total ...	5	108	199	307	290·17	246·8	69	6	190	41	1
	Jaunpur ...	Government ...	1	...	37	37	33·	26·	...	...	28	9	...
		Aided ...	2	4	32	36	34·	30·	1	..	33	2	...
		Total ...	3	4	69	73	67·	56·	1	...	61	11	..
		Total, Government schools ...	9	134	360	494	453·72	370·66	1	7	405	81	...
		Total, aided schools...	9	48	181	229	236·07	207·50	126	1	92	8	2
		Grand Total ...	18	182	541	723	689·79	578·16	127	8	497	89	2

FORM No. 2.

and Vernacular), for the official year 1880-81—(continued).

Number of scholars on 31st March, 1881, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
47	3	...	...	42	2	1,994	...	16	142	117	...	2,269	70 14 6	62 5 0	...	3
103	32	...	...	63	8	6,611	...	2,372	572	...	...	9,555	117 15 5	81 9 11	3	2
33	33	...	...	...	...	440	...	...	84	126	550	1,200	54 8 9	20 0 0	...	...
136	65	...	...	63	8	7,051	...	2,372	656	126	550	10,755	104 6 8	68 7 4	3	2
46	18	...	...	25	3	1,916	...	...	189	466	...	2,571	67 10 6	50 6 9	...	4
226	...	...	...	183	43	16,679	300	170	1,600	437	473	19,659	110 7 1	95 6 2	20	3
52	4	...	...	46	2	5,155	...	...	236	...	...	5,391	128 5 9	122 11 10	5	6
20	20	...	...	...	...	1,020	...	...	...	...	1,400	2,420	96 12 10	40 12 10	...	...
72	24	...	...	46	2	6,175	...	...	236	...	1,400	7,811	116 9 4	92 2 8	5	6
8	...	...	...	8	...	..	...	...	6	692	...	698	77 8 11	...	...	...
482	57	...	...	367	58	32,355	300	2,558	2,745	1,712	478	40,143	105 10 3	85 2 3	28	18
53	53	...	...	...	...	1,460	...	...	84	126	1,950	3,620	77 0 4	31 1 0	...	...
535	110	...	...	367	58	33,815	300	2,558	2,829	1,838	2,423	43,763	102 7 10	79 3 1	28	18
129	8	...	...	92	29	6 132	...	110	369	...	35	6 646	78 7 9	72 6 8	7	1
96	71	37	...	19	6	4,400	...	...	4,013	...	4,632	13,045	139 3 6	46 15 4	3	9
225	79	37	...	111	35	10,532	...	110	4,382	...	4,667	19,691	110 6 2	59 0 8	10	10
32	24	...	...	8	...	558	...	...	75	...	...	633	33 7 7	29 8 2	...	2
66	...	...	...	50	16	4,608	...	...	350	94	...	5,052	78 12 5	71 13 8	2	4
20	12	...	...	8	...	814	...	...	103	...	...	917	65 12 6	58 6 3	...	..
210	210	...	5	119	122	9,226	...	...	225	562	...	10,013	61 6 10	56 9 7	15	7
97	87	66	...	...	...	4,237	...	...	5,779	494	277	10,787	128 11 7	50 9 0	4	8
307	297	66	5	119	122	13,463	...	...	6,004	1,056	277	20,800	84 4 6	54 8 11	19	15
37	4	...	...	32	1	1,655	...	...	87	...	38	1,780	68 7 5	63 10 6	...	3
38	12	...	...	24	...	857	...	929	135	...	37	1,958	65 4 3	28 9 1	...	1
75	16	..	...	56	1	2,512	...	929	222	...	75	3,738	66 12 0	44 13 9	...	4
494	258	...	5	309	168	22,993	...	110	1,109	656	78	25,041	67 8 11	62 0 7	24	17
229	170	103	...	43	6	9,494	...	929	9,927	494	4,946	25,790	124 4 8	45 12 1	7	18
723	428	103	5	352	174	32,487	...	1,039	11,136	1,150	5,019	50,831	87 14 8	56 3 1	31	35

SUBSIDIARY

Statistical Return of High and Middle Schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1881. In high schools.	In middle schools.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1881. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Benares.	Azamgarh ...	Aided ...	2	15	50	65	65·	54·	2	1	50	12	...
	Mirzapur ...	Government ...	2	19	71	90	68·41	57 28	...	...	83	7	...
		Aided ...	2	14	30	44	44·61	35·27	...	4	34	6	...
		Total ...	4	33	101	134	113·02	92·55	...	4	117	13	...
	Benares ...	Government ...	2	102	177	279	242·	196·	1	...	240	38	...
		Aided ...	6	121	199	320	293 75	237·	2	25	274	19	...
		Total ...	8	223	376	599	535 75	433·	3	25	514	57	...
	Gházipur ...	Aided ..	5	52	144	196	175 34	147·91	...	8	156	37	...
		Unaided ...	1	...	13	13	12·46	11·82	...	...	10	3	...
		Total ...	6	52	157	209	187·80	159·23	...	3	166	40	...
	Gorakhpur ...	Aided ...	2	22	73	95	93	73·	...	13	62	20	...
	Basti ...	Ditto ...	2	...	25	25	21·31	18·11	...	1	21	3	...
	Ballia ...	Ditto ...	1	...	58	58	51 4	44·0	...	...	56	2	...
		Total, Government schools ...	4	121	248	369	310·41	253 28	1	...	323	45	...
		Total, aided schools...	20	224	579	803	744·41	609·29	4	47	653	99	...
		Total, unaided schools	1	...	13	13	12 46	11·32	...	...	10	3	...
		Grand Total ...	25	345	840	1,185	1067·28	873·89	5	47	986	147	...
Jhánsi.	Jhánsi ...	Government ...	1	...	14	14	15·	12·	...	...	13	1	...
	Jalaun ...	Ditto ...	1	...	24	24	23·	19·	...	...	21	3	...
	Lalitpur ...	Ditto ...	1	...	17	17	16·	13·	...	...	16	1	...
		Total, Government schools ...	3	...	55	55	54·	44·	...	...	50	5	...
Kumaun.	Kumaun ...	Aided ...	2	13	27	40	42	36·	2	...	38	...	...
	Garhwál ...	Ditto ...	2	...	15	15	15	13·	...	1	14	...	...
		Total, aided schools...	4	13	42	55	57	49·	2	1	52	...	...
	North-Western Provinces ...	Total, Government schools ...	43	533	1,654	2,187	1969·51	1641 95	8	20	1,860	297	2
		Total, aided schools..	56	423	1,456	1,879	1786·14	1476·48	280	132	1,207	[illegible]	2
		Total, unaided schools	2	11	13	24	17·46	16·32	...	...	19	5	...
		Grand Total of English schools, North-Western Provinces,	101	967	3,123	4,090	3773·11	3134·75	288	152	3,086	560	4

FORM No. 2.

and Vernacular), for the official year 1880-81—(continued).

Number of scholars on 31st March, 1881, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government	Matriculation or equivalent examination.	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
65	19	...	1	44	1	1,200	...	...	340	80	780	2,400	44 7 1	22 3 6	5	2
90	10	...	1	63	16	5,664	...	...	115	...	...	5,779	100 14 3	98 14 1	5	3
44	37	...	...	7	...	800	...	...	130	...	1,500	2,430	68 14 4	22 10 11	1	...
134	47	...	1	70	16	6,464	...	...	245	...	1,500	8,209	88 11 2	69 13 6	6	3
279	29	...	...	170	80	9,830	...	48	3,508	...	...	13,386	68 4 9	50 2 5	29	5
320	154	...	...	64	102	6,500	...	2,388	2,028	200	6,104	17,220	72 10 6	27 6 9	16	...
599	183	...	...	234	182	16,330	...	2,436	5,536	200	6,104	30,606	70 10 11	37 11 5	45	5
196	18	...	8	137	31	3,888	...	...	825	934	3,113	8,760	59 3 7	26 4 6	6	2
13	8	...	...	5	...	...	64	...	20	...	140	224	19 12 7	5 10 5	...	...
209	26	...	8	142	31	3,888	64	...	845	934	3,253	8,984	39 8 1	15 15 5	6	2
95	48	...	...	47	...	2,400	...	...	500	...	1,834	4,734	64 13 7	32 14 0	2	2
25	23	...	...	2	...	406	...	...	136	...	420	962	53 1 11	22 6 8	...	...
58	39	...	...	19	...	273	108	...	76	240	331	1,028	23 5 9	8 10 6	...	3
369	39	...	1	233	96	15,494	...	48	3,623	...	...	19,165	75 10 8	61 2 9	34	8
803	338	...	9	320	134	15,467	108	2,388	4,035	1,454	14,082	37,534	61 9 8	25 9 0	30	9
13	8	...	...	5	...	...	64	...	20	...	140	224	19 12 7	5 10 5	...	...
1,185	385	...	10	558	230	30,961	172	2,436	7,678	1,454	14,222	56,923	65 2 2	35 6 10	64	17
14	4	...	...	10	...	1,724	...	...	50	...	...	1,774	147 13 4	143 10 8	...	1
24	14	...	...	8	2	2,004	...	...	93	3	...	2,100	110 8 5	105 7 7	...	1
17	12	...	...	5	...	1,852	...	...	68	...	...	1,920	147 11 1	142 7 5	...	1
55	30	...	...	23	2	5,580	...	...	211	3	...	5,794	131 10 11	126 13 1	...	3
40	18	...	...	...	22	2,100	...	...	320	48	645	3,113	86 7 6	59 10 8	5	...
14	15	...	...	...	5	800	...	...	46	...	769	1,615	124 3 8	61 8 7	...	...
54	33	...	...	...	27	2,900	...	...	366	48	1,414	4,728	96 7 10	60 2 7	5	...
2,187	659	...	6	1,302	454	1,26,404	936	3,488	10,263	4,752	539	1,46,682	89 5 4	77 8 10	111	
1,87[illegible]	903	226	28	735	234	50,057	108	3,868	24,769	4,299	57,185	1,40,286	95 0 2	33 15 7	76	42
24	12	...	...	12	...	...	64	...	42	300	391	797	48 13 4	3 14 6	...	..
4,084	1,574	226	34	2,049	688	1,76,461	1,108	7,356	35,074	9,351	58,415	2,87,765	91 12 9	56 10 3	190	140

SUBSIDIARY

Statistical return of high and middle schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1881. In high schools.	In middle schools.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1881. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Lucknow.	Lucknow ...	Aided ...	7	148	443	591	589·	486·	8	22	339	121	1
	Unao ...	Government ...	2	23	27	50	49·	41·	...	1	35	14	...
	Bara Banki ..	Ditto ...	2	14	22	36	33·	27·	...	...	25	11	...
Sitapur.	Sitapur ...	Ditto ...	2	13	21	34	35·	28	...	...	30	4	...
		Aided ...	2	...	16	16	25·	18·	...	2	7	7	...
		Total ...	4	13	37	50	60·	46·	...	2	37	11	...
	Hardoi ...	Government ...	2	25	29	54	54·	43·	...	...	39	15	...
	Kheri ...	Ditto ...	2	16	18	34	34·	29·	...	...	30	4	...
Fyzabad.	Fyzabad ...	Ditto ...	2	23	51	74	77·	70·	...	...	58	16	...
	Bahraich ...	Ditto ...	2	19	18	37	36·	27·	...	...	29	8	...
		Unaided ...	1	...	18	18	16·	9·	...	...	15	3	...
		Total ...	3	19	36	55	52·	36·	...	...	44	11	...
	Gonda ...	Government ...	2	22	32	54	54	48·	...	...	50	4	...
		Aided ...	2	8	41	49	36·	25·	...	...	45	4	...
		Total ...	4	30	73	103	90·	73·	...	...	95	8	...
Rae Bareli.	Rae Bareli ...	Government ...	2	20	31	51	43·	38·	...	2	32	17	...
	Sultanpur ...	Ditto ...	2	16	17	33	32	22·	...	...	25	8	...
	Partabgarh ...	Ditto ...	2	13	23	36	35·	28·	...	1	29	6	...
Oudh.		Total, Govt. schools,	22	204	289	493	482·	401·	...	4	382	107	...
		Total, aided schools...	11	156	500	656	650·	529·	8	24	491	132	1
		Total, unaided schools,	1	...	18	18	16·	9·	...	...	15	3	...
		Grand Total of English Schools, Oudh Division.	34	360	807	1167	1148·	939·	8	28	888	242	1
		Grand Total of English Schools, North-Western Provinces and Oudh.	135	1,327	3,930	5,257	4921·11	4073 75	296	180	3,974	802	5
		Vernacular schools.											
Meerut.	Dehra Dún ...	Government ...	1	...	9	9	4·	3·	...	...	8	1	...
	Saháranpur ...	Ditto ...	10	...	76	76	72·	70·	...	...	47	29	...
	Muzaffarnagar ...	Ditto ...	9	...	72	72	76·	57·	...	...	54	18	...
	Meerut	Ditto ...	7	...	72	72	60·	46·	...	...	53	19	...
	Bulandshahr ...	Ditto ...	8	...	58	58	79	67·	...	...	39	19	...
	Aligarh ...	Ditto ...	21	...	128	128	135·	113·	...	...	121	7	...
		Total ...	56	...	415	415	426·	356·	...	...	322	93	...

FORM No. 2.

and Vernacular), for the official year 1880-81—(continued).

Number of scholars on 31st March, 1881, learning.						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p		
587	390	...	32	155	60	10,764	...	7,573	3,587	...	3,162	25,086	51 9 11	22 2 5	28	10
50	20	...	...	29	1	3,311	...	...	262	...	...	3,573	87 2 6	80 12 2	2	2
36	36	...	...	22	..	3,444	...	...	185	...	...	3,629	134 6 9	127 8 11	1	3
34	5	...	...	29	...	2,665	44	...	190	...	...	2,899	103 8 7	96 11 11	1	3
21	26	...	...	22	2	575	...	...	21	9	657	1,262	70 1 8	31 15 1	...	...
55	31	...	...	51	2	3,240	44	...	211	9	657	4,161	90 7 3	71 6 3	1	3
54	28	...	...	23	3	3,836	...	...	277	31	...	4,144	96 5 11	89 3 6	5	2
34	8	...	...	26	...	2,834	...	...	187	...	13	3,034	104 10 1	97 11 7	4	3
74	1	...	...	78	...	9,482	87	...	434	...	...	10,005	142 14 4	136 11 3	6	8
37	18	...	...	17	2	3,080	...	...	237	...	13	3,330	123 5 2	114 1 1	3	3
18	18	...	...	...	...	...	...	...	...	...	328	328	36 7 1	...	...	...
55	36	...	...	17	2	3,080	...	...	237	...	341	3,658	101 9 8	85 8 10	3	3
54	12	...	...	41	1	3,190	...	60	296	...	...	3,546	73 14 1	66 7 4	2	1
49	49	...	...	49	...	1,128	...	...	58	...	1,196	2,382	95 4 3	45 1 11	...	...
103	61	...	...	90	1	4,318	...	60	354	...	1,196	5,928	81 3 3	59 2 5	2	1
51	5	...	...	46	...	5,069	...	180	405	...	...	5,654	148 12 7	133 6 4	3	2
33	27	...	...	23	...	3,527	...	...	155	...	...	3,682	167 5 7	160 4 8	4	...
36	13	...	...	23	...	2,818	...	...	183	...	...	3,001	107 2 7	100 9 11	3	...
492	173	...	...	352	7	43,256	131	240	2,811	31	26	46,495	115 15 2	108 3 1	34	27
657	465	...	32	226	62	12,467	...	7,573	3,666	9	5,015	28,730	54 4 11	23 9 1	28	10
18	18	...	...	...	...	...	...	...	...	...	328	328	36 7 1	...	...	...
1,168	656	...	32	578	69	55,723	131	7,813	6,474	40	5,369	75,553	80 7 4	59 7 9	62	37
5,252	2,230	226	66	2,627	757	2,32,184	1,239	15,169	41,551	9,391	63,784	3,63,318	89 2 11	57 4 9	252	177
...	9	...	...	...	...	75	26	...	6	44	...	151	50 5 4	33 10 8	...	...
...	78	...	...	76	...	351	420	...	150	24	...	945	13 8 0	11 0 2	...	3
...	72	...	...	72	...	1,135	240	...	61	7	...	1,443	25 5 0	24 2 0	...	8
...	72	...	...	...	...	661	...	...	90	7	...	758	16 7 8	14 5 11	...	8
...	58	...	...	30	...	1,414	...	...	117	...	...	1,531	22 13 7	21 1 8	...	8
...	128	...	...	...	...	278	176	...	133	...	...	587	5 9 1	4 0 3	...	22
...	415	...	...	178	...	3,914	862	...	557	82	...	5,415	15 8 4	13 6 7	...	49

SUBSIDIARY

Statistical return of high and middle schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1881. In high schools.	In middle schools.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1881. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Agra.	Muttra	Government ...	21	...	123	123	101·24	84 72	...	...	120	3	...
	Agra	Ditto ...	13	...	84	84	77·03	64·03	...		83	1	...
	Farukhabad ...	Ditto ...	30	...	204	204	189·09	160·14	...	...	199	5	...
	Mainpuri ...	Ditto ...	11	...	42	42	46·02	37·60	...	...	41	1	...
	Etáwah	Ditto ...	18	...	130	130	119 80	94 63	...	...	130	...	...
	Etah	Ditto ...	26	...	158	158	154·00	132·00	...	...	145	13	...
		Total ...	119	...	741	741	687·18	573·12	...	...	718	23	...
Rohilkhand.	Bijnor	Government ...	9	...	102	102	93·	85·	...	...	37	65	...
		Aided	1	...	16	16	9·	8·	...	...	4	12	...
		Total ...	10	...	118	118	102·	93·	...	...	41	77	...
	Moradabad ...	Government ...	17	...	84	84	81·	67·	...	...	41	43	...
	Budaun	Ditto ...	22	...	117	117	112·	84·	...	...	82	35	...
	Bareilly	Ditto ...	11	...	67	67	70·	55·	...	...	49	18	...
	Sháhjahánpur ...	Ditto ...	10	...	51	51	45·	31·	...	...	36	15	...
	Pilibhit	Ditto ...	8	...	30	30	28·	25·	...	...	26	4	...
		Total, Govt. schools,	77	...	451	451	429·	347·	...	...	271	180	...
		Total, aided schools,	1	...	16	16	9·	8·	...	...	4	12	...
		Grand Total ...	78	...	467	467	438·	355·	...	...	275	192	...
Allahabad.	Cawnpore ...	Government ...	33	...	176	176	166·14	147·09	...	...	140	36	...
	Fatehpur ...	Ditto ...	9	...	48	48	47·57	45·24	...	...	34	14	...
	Bánda ...	Ditto ...	5	...	26	26	23·15	21·22	...	...	23	3	...
	Hamírpur ...	Ditto ...	10	...	88	88	73	61·	...	...	74	14	...
	Allahabad ...	Ditto ...	9	...	45	45	43·	36·	...	...	27	18	...
	Jaunpur ...	Ditto ...	5	...	40	40	40·	35·	...	...	33	7	...
		Total ...	71	...	423	423	392·86	345·55	...	...	331	92	...
Benares.	Azamgarh ...	Government ...	21	...	177	177	179·89	165·12	...	...	159	18	...
	Mirzapur ...	Ditto ...	8	11	69	80	89·	69·13	...	...	52	28	...
	Benares ...	Ditto ...	7	...	41	41	40·71	30·93	...	...	41	...	...
	Gházipur ...	Ditto ...	16	...	78	78	81 44	64·91	...	...	71	7	...
		Aided ...	4	104	83	187	192·82	167·17	...	...	85	102	...
		Total ...	20	104	161	265	274·26	232·08	...	...	156	109	...
	Gorakhpur ...	Government ...	16	...	206	206	189·59	153·36	...	...	157	49	...
	Basti ...	Ditto ...	9	...	72	72	62·37	60·22	...	...	70	2	...
	Ballia ...	Ditto ...	8	...	40	40	41·	34	...	...	39	1	...
		Total, Government schools.	85	11	683	694	684·	577·67	...	...	589	105	...
		Total, aided schools ...	4	104	83	187	192·82	167·17	...	...	85	102	...
		Grand Total ...	89	115	766	881	876·82	744·84	...	...	674	207	...

FORM No. 2.

and Vernacular), for the official year 1880-81—(continued).

Number of scholars on 31st March, 1881, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
...	123	...	...	...	...	848	1,384	...	21	7	...	2,260	26 10 9	26 5 6	...	15
...	84	...	...	5	...	550	1,171	...	23	...	...	1,744	27 3 10	26 14 1	...	11
...	189	...	...	15	...	1,425	1,954	...	25	...	...	3,404	21 4 1	21 1 7	...	16
...	42	...	...	...	...	412	506	...	38	2	...	958	25 7 8	24 6 8	...	8
...	130	...	...	...	...	458	951	...	26	169	3	1,607	16 15 8	14 14 3	...	20
...	158	...	...	14	...	1,349	1,316	...	7	39	...	2,711	20 8 7	20 3 0	...	20
...	726	...	...	34	..	5,042	7,282	...	140	217	3	12,684	22 2 1	21 8 1	...	90
...	102	...	...	98	...	591	326	...	97	183	...	1,197	14 1 4	10 12 7	...	13
...	16	...	...	16	...	94	...	109	16	...	...	219	27 6 0	11 12 0	...	3
...	118	...	...	114	...	685	326	109	113	183	...	1,416	15 3 7	10 13 11	...	16
...	79	...	1	83	...	1,295	883	...	66	...	48	2,292	34 3 4	32 8 1	...	8
...	117	...	...	98	...	1,152	2,227	...	69	...	...	3,448	41 0 9	40 3 7	...	10
...	67	...	...	67	...	687	1,030	...	64	60	...	1,841	33 7 7	31 3 6	...	5
...	51	...	...	11	...	264	314	...	28	...	...	606	19 8 9	18 10 4	...	...
...	30	...	...	26	...	288	888	...	17	...	...	1,193	47 11 6	47 0 8	...	...
...	446	...	1	383	...	4,277	5,668	...	341	243	48	10,577	30 7 8	28 10 7	...	36
...	16	...	...	16	...	94	...	109	16	...	...	219	27 6 0	11 12 0	...	3
...	462	...	1	399	...	4,371	5,668	109	357	243	48	10,796	30 6 7	28 4 6	...	39
...	176	...	...	...	...	339	393	...	...	...	...	732	4 15 7	4 15 7	...	12
...	48	...	...	8	...	294	94	...	21	...	...	409	9 0 9	8 9 3	...	1
...	26	...	...	4	...	152	...	...	17	...	...	169	7 15 5	7 2 7	...	2
...	88	...	1	...	..	153	726	...	20	...	...	899	14 11 10	14 6 7	...	9
...	45	...	...	...	...	776	...	...	183	...	...	959	26 10 3	21 8 11	...	7
...	40	...	...	20	...	164	...	...	22	...	...	186	5 5 0	4 11 0	...	13
...	423	...	1	32	...	1,878	1,213	...	263	...	...	3,354	9 11 0	8 15 0	...	44
...	177	...	2	19	1	1,097	1,162	...	213	44	...	2,516	15 3 9	13 10 10	...	15
...	23	...	16	20	21	570	156	542	31	...	...	1,299	18 12 8	10 8 0	...	3
...	41	...	...	5	...	224	288	...	18	...	...	530	17 2 2	16 8 10	...	14
...	78	...	...	12	...	315	490	...	23	...	...	828	12 12 1	12 6 5	...	5
...	25	...	42	80	48	1,100	...	...	310	550	643	2,603	15 9 1	6 9 3	...	2
...	103	...	42	92	48	1,415	490	...	333	550	643	3,431	14 12 6	8 3 4	...	7
...	194	...	16	61	14	1,528	806	...	59	...	...	2,384	15 8 8	15 3 6	...	17
...	72	...	...	...	...	780	648	...	33	...	...	1,461	24 4 2	23 11 4	...	13
...	40	...	...	...	...	452	470	...	30	...	...	952	28 0 0	27 1 10	...	5
...	625	...	34	117	36	4,966	4,020	542	398	44	...	9,970	17 4 1	15 8 10	...	72
...	25	...	42	80	48	1,100	...	...	310	550	643	2,603	15 9 1	6 9 3	...	2
...	650	...	76	197	84	6,066	4,020	542	708	594	643	12,573	16 14 0	13 8 7	...	74

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Statistical Return of High and Middle Schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1881. In high schools.	In middle schools.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1881. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
1	1	3	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Jhánsi.	Jhánsi ...	Government ...	7	...	23	23	21·	19·	...	...	20	3	...
	Jalaun ...	Ditto ...	10	...	37	37	33·	23·	...	...	35	2	...
	Lalitpur ...	Ditto ...	3	...	14	14	5·	4·	...	...	6	...	8
		Total ...	20	...	74	74	59·	46·	...	...	61	5	8
Kumaun.	Kumaun ...	Government ...	8	...	15	15	15·	13·	...	...	15	...	...
	Garhwál ...	Ditto ...	5	...	10	10	10·	6·	...	...	10	...	...
	Tarái ...	Ditto ...	3	...	10	10	10·	6·	...	...	9	...	1
		Total ...	16	...	35	35	35·	25·	...	...	34	...	1
N.-W. P.		Total, Government vernacular schools.	444	11	2,822	2,833	2713·04	2270·34	...	...	2,326	498	9
		Total, aided schools ...	5	104	99	203	201 82	175·17	...	...	89	114	...
		Grand Total of vernacular schools, North-Western Provinces.	449	115	2,921	3,036	2914·86	2445·51	...	...	2,415	612	9
		Grand Total of English and Vernacular Schools, North-Western Provinces.	550	1,082	6,044	7,126	6687·97	5580·26	288	152	5,501	1,172	13
Lucknow.	Lucknow ...	Government ...	4	...	38	38	37·	31·	...	...	19	19	...
	Unao ...	Ditto ...	8	...	74	74	67·	56·	...	...	62	12	...
	Bara Banki ...	Ditto ...	5	...	32	32	37·	30·	...	...	26	6	...
Sitapur.	Sitapur ...	Ditto ...	4	...	33	33	34·	28·	...	...	30	3	...
	Hardoi ...	Ditto ...	7	...	57	57	50·	42·	...	...	36	21	..
	Kheri ...	Ditto ...	5	...	42	42	40·	31·	...	...	35	7	...
Fyzabad.	Fyzabad ...	Ditto ...	4	...	71	71	74·	63·	...	...	62	9	...
	Bahraich ...	Ditto ...	2	...	8	8	11·	9·	...	...	2	6	...
	Gonda ...	Ditto ...	4	...	39	39	44·	33·	...	...	35	4	...
Rae Bareli.	Rae Bareli ...	Ditto ...	3	...	23	23	19·	15·	...	...	12	11	...
	Sultanpur ...	Ditto ...	2	...	21	21	25·	20·	...	...	15	6	...
	Partabgarh ...	Ditto ...	2	...	21	21	22·	18·	...	...	17	4	...
	Total, vernacular schools, Oudh.	...	50	...	459	459	460	376·	...	...	351	108	...
	Grand Total of English and Vernacular schools, Oudh.	...	84	360	1,266	1,626	1608·	1315·	8	28	1,239	350	1
	Great Grand Total of English and Vernacular schools, North-Western Provinces and Oudh.	...	634	1,442	7,310	8,752	8295·97	6895·26	296	180	6,740	1,522	14

FORM No. 2.

and Vernacular), for the official year 1880-81—(concluded).

Number of scholars on 31st March, 1881, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12.	13
						Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
...	23	...	...	...	...	850	110	...	6	...	...	966	50 13 6	50 8 5	...	2
...	37	...	...	...	...	520	512	...	24	36	...	1,092	47 7 8	44 13 11	...	6
...	14	...	...	...	...	52	6	...	2	...	...	60	15 0 0	14 8 0	...	...
...	74	...	...	...	...	1,422	628	...	32	36	...	2,118	46 0 8	44 9 1	...	8
...	15	...	...	...	...	155	40	...	...	...	...	195	15 0 0	11 14 9	...	...
...	10	...	...	...	...	70	24	...	...	...	...	94	15 10 8	15 10 8	...	...
...	10	...	...	...	...	20	36	...	2	...	...	58	8 4 6	8 0 0	...	...
...	35	...	...	...	...	245	100	...	2	...	...	347	13 5 6	13 4 3	...	...
...	2,744	...	36	744	36	21,744	19,773	542	1,733	622	51	44,465	19 9 4	18 4 3	...	299
...	41	...	42	96	48	1,194	...	109	326	550	643	2,822	16 1 9	6 13 1	...	5
...	2,785	...	78	840	84	22,938	19,773	651	2,059	1,172	694	47,287	19 5 4	17 7 5	...	304
4,064	4,359	226	112	2,889	772	1,99,399	20,881	8,007	37,133	10,523	59,109	3,35,052	60 0 8	39 7 7	190	444
...	46	...	...	12	...	1,114	264	...	54	271	...	1,703	54 15 2	44 7 7	...	3
...	98	...	...	52	...	1,639	36	...	101	...	195	1,971	35 3 1	29 15 7	...	3
...	45	...	...	17	...	1,223	82	...	37	...	7	1,349	44 15 8	43 8 2	...	3
...	40	...	...	24	2	819	124	...	30	...	...	973	34 12 2	33 11 1	...	2
...	86	...	...	44	3	749	944	...	70	...	...	1,763	41 15 6	40 4 10	...	...
...	45	...	...	35	...	835	300	...	55	...	88	1,278	41 3 7	36 9 10	...	...
...	33	...	...	21	45	1,896	...	...	41	60	131	2,128	33 12 5	30 1 4	...	4
...	12	...	...	8	...	549	...	...	15	5	...	569	63 3 9	61 0 3	...	...
...	39	...	...	32	...	661	176	...	54	...	8	899	27 4 1	25 6 2	...	4
...	28	...	...	...	...	565	9	...	17	...	...	591	89 6 4	38 4 4	...	4
...	29	...	...	2	...	701	16	...	20	...	...	737	36 13 2	35 12 11	...	3
...	21	...	...	11	...	406	...	...	17	...	11	434	24 2 0	22 8 11	...	3
...	522	...	...	258	50	11,157	1,951	...	511	336	440	14,395	38 4 7	34 13 10	...	29
1,168	1,178	...	32	836	119	66,880	2,082	7,813	6,988	376	5,809	89,948	68 6 5	52 7 1	62	66
5,252	5,537	226	144	3,725	891	2,66,279	22,963	15,820	44,121	10,899	64,918	4,25,000	61 10 2	41 15 2	252	510

R. T. H. GRIFFITH,
Director of Public Instruction, N.-W. P. and Oudh.

SUBSIDIARY

Statistical Return of Female High and Middle Schools

District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1881.			Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1881.		
			In high school.	In middle school.	Total.			Europeans and Eurasians.	Native Christians.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c
English Schools.										
Dehra Dún	Aided ..	3	35	40	75	75	66	64	11	...
Agra	Ditto ...	1	...	51	51	27	25	51	...	...
Bareilly	Ditto ...	1	...	40	40	40	40	...	40	...
Allahabad	Ditto ...	4	47	92	139	156	149	139	...	...
Garhwál (Kumaun)	Ditto ...	1	...	8	8	9	9	...	8	...
Grand Total of female high and middle schools (English) for North-Western Provinces.	...	10	82	231	313	307	289	254	59	...
Lucknow	Aided ...	2	...	35	35	32	27	23	12	...
Grand Total of high and middle schools, North-Western Provinces and Oudh.	...	12	82	266	348	339	316	277	71	...
Vernacular Schools.										
Nil.										

FORM No. 3.

(*English and Vernacular*), *for the official year* 1880-81.

Number of scholars on 31st March, 1881, learning.				*Expenditure.*						*Annual cost of educating each scholar.*		*Number passed.*		
English.	Vernacular.	Latin.	Persian.	Grants from provincial revenues.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or other equivalent examination.	Middle school examination.	Remarks.
8a	8b	8c	8d	9a	9b	9c	9d	9e	9	10	11	12	13	14
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
75	7	...	7	1,600	...	9,911	...	7,420	18,931	287 0 0	24 0 0	...	...	
51	...	...	...	900	...	300	...	600	1,800	72 0 0	36 0 0	...	...	
40	40	...	40	1,050	...	...	...	4,210	5,260	131 8 0	26 4 0	...	...	
139	...	14	...	4,525	...	8,527	270	...	13,322	89 6 7	30 5 11	9	26	
7	8	...	...	104	...	...	...	60	164	18 3 7	11 8 10	...	...	
312	55	14	47	8,179	...	18,738	270	12,290	39,477	136 9 6	28 4 9	9	26	
35	40	...	...	1,211	333	299	...	1,083	2,926	108 5 10	44 13 5	...	5	
347	95	14	47	9,390	333	19,037	270	13,373	42,403	134 3 6	29 11 5	9	31	

R. T. H. GRIFFITH,
Director of Public Instruction, N.-W. P. and Oudh.

SUBSIDIARY

Statistical Return of Primary Schools (English and

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1881. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1881. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
		ENGLISH SCHOOLS.											
MEERUT.	Dehra Dún ...	Aided	2	56	79	135	132	103	24	7	94	10	...
	Saháranpur ...	Government ...	2	48	78	126	117	98	...	...	79	47	...
		Aided*	3	46	189	235	229	166	23	1	142	69	...
		Total ...	5	94	267	361	346	264	23	1	221	116	...
	Muzaffarnagar,	Government ...	3	41	67	108	121	106	...	...	90	18	...
	Meerut ...	Government ...	4	127	138	265	258	211	...	2	214	49	...
		Aided†	2	37	199	236	237	204	26	14	100	96	...
		Total ...	6	164	337	501	495	415	26	16	314	145	...
	Bulandshahr ...	Government ...	1	38	39	77	68	59	...	...	55	22	...
	Aligarh ...	Government	2	57	60	117	135	106	...	1	99	17	...
		Aided‡	3	108	55	163	140	113	18	1	73	71	...
		Total ...	5	165	115	280	275	219	18	2	172	88	...
		Total, Govt. Schools...	12	311	382	693	699	580	...	3	537	153	...
		Total, Aided Schools...	10	247	522	769	738	586	91	23	409	246	...
		GRAND TOTAL ...	22	558	904	1,462	1,437	1,166	91	26	946	399	...
AGRA.	Muttra ...	Government ...	1	154	...	154	128·61	105·74	...	...	140	14	...
		Unaided	2	16	49	65	86.17	56·53	...	...	61	4	...
		Total ...	3	170	49	219	214·78	162·27	...	...	201	18	...
	Agra ...	Government ...	1	107	257	364	329·05	298·85	...	...	259	105	...
		Aided	10	311	1,015	1,326	1,267 00	1,074 64	169	190	709	258	...
		Unaided	1	12	14	26	22 16	23 17	...	...	17	9	...
		Total ...	12	430	1,286	1,716	1618·21	1,396·66	169	190	985	372	...
	Farukhabad ...	Government ...	1	31	41	72	62	51	...	1	58	13	...
		Aided	2	41	98	139	114·51	93·45	11	1	104	23	...
		Unaided	1	10	17	27	27 91	23 20	...	...	23	4	...
		Total ...	4	82	156	238	204·42	173·65	11	2	185	40	...
	Mainpuri ...	Government ...	1	61	...	61	78	64·44	...	...	57	4	...
	Etáwah ... Etah ...	Government ...	1	167	...	167	147·	133·00	...	1	146	18	2
		Ditto ...	1	59	...	59	52·25	41·80	...	1	42	16	...
		Unaided ...	3	16	63	79	76·00	66·00	...	...	61	18	...
		Total ...	4	75	63	138	128·25	107 80	...	1	103	34	...
		Total, Govt. Schools ...	6	579	298	877	796·91	694·83	...	3	702	170	2
		Total, Aided Schools ...	12	352	1,113	1,465	1,381 51	1,174·09	180	191	813	281	...
		Total, Unaided Schools,	7	54	143	197	212·24	168·90	...	...	162	35	...
		GRAND TOTAL...	25	985	1,554	2,539	2,390·66	2,037·82	180	194	1,677	486	2
ROHILKHAND.	Bijnor ...	Government ...	1	19	69	88	86 00	70	...	...	68	20	...
	Moradabad ...	Ditto ...	2	36	139	175	155·00	130	...	...	106	69	...
		Aided ...	2	38	167	205	217·00	182	...	49	98	58	...
		Total ...	4	74	306	380	372·00	312	...	49	204	127	...

FORM No. 4.

Vernacular) for Boys for the official year 1880-81.

Number of scholars on 31st March, 1881, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
135	24	...	...	111	...	1,320	...	...	2,704	...	620	4,644	45 1 4	12 13 0	6	3
126	99	...	...	...	...	865	...	51	289	504	22	1,731	17 10 7	8 13 2	10	14
212	209	...	...	3	...	1,566	...	...	922	240	1,527	4,255	25 10 1	9 6 11	9	21
338	308	...	...	3	...	2,431	...	51	1,211	744	1,549	5,986	22 10 9	9 3 4	19	35
108	58	...	...	...	...	823	...	51	170	522	411	1,977	18 10 5	7 12 2	8	13
265	169	...	...	...	...	507	...	32	819	982	721	3,061	14 8 1	2 6 5	42	44
236	177	...	...	37	...	901	...	...	637	85	2,209	3,832	18 12 6	4 6 8	9	10
501	346	...	...	37	...	1,408	...	32	1,456	1,067	2,930	6,893	16 9 9	3 6 3	51	54
77	77	...	...	...	...	766	...	...	228	659	...	1,653	28 0 3	12 15 8	9	5
117	82	...	...	...	...	542	...	149	400	495	16	1,602	15 1 9	5 1 9	12	16
163	91	...	4	46	4	1,155	...	43	803	854	1,648	4,503	39 13 7	10 3 6	19	10
280	173	...	4	46	4	1,697	...	192	1,203	1,349	1,664	6,105	27 14 0	7 12 0	31	26
693	485	...	...	...	...	3,503	...	283	1,906	3,162	1,170	10,024	17 4 6	6 0 7	81	92
746	501	...	4	197	4	4,942	...	43	5,066	1,179	6,004	17,234	29 6 6	8 6 11	43	44
1,439	986	...	4	197	4	8,445	...	326	6,972	4,341	7,174	27,258	23 6 0	7 3 10	124	136
154	136	...	...	18	...	1,261	...	...	508	284	...	2,053	19 6 7	11 14 9	45	...
65	65	...	...	...	...	...	...	...	119	720	264	1,103	19 8 2	...	9	12
219	201	...	...	18	...	1,261	...	...	627	1,004	264	3,156	19 7 2	7 12 3	54	12
364	217	...	...	113	34	5,105	...	...	1,971	20	...	7,096	23 11 10	17 1 3	80	195
1,289	1,009	6	...	159	16	10,378	...	74	4,392	710	6,566	22,120	20 9 3	9 10 6	69	122
26	26	...	...	10	...	...	...	320	...	...	...	320	13 18 0	...	2	8
1,679	1,252	6	...	282	50	15,483	...	394	6,363	730	6,566	29,536	20 8 0	11 1 3	151	325
72	72	...	...	...	...	934	...	...	170	...	...	1,104	21 10 4	18 5 0	25	...
136	...	...	...	125	...	1,105	...	...	259	621	591	2,576	25 14 5	11 1 9	11	25
27	...	...	...	...	...	...	...	185	31	...	...	216	9 5 0	...	...	...
235	72	...	...	125	...	2,039	...	185	460	621	591	3,896	22 6 10	11 11 9	36	25
61	60	...	...	...	1	998	304	...	45	48	...	1,395	21 10 5	20 3 3	16	...
167	167	...	...	...	...	2,586	105	12	350	139	...	3,192	24 0 0	20 3 8	29	...
59	31	...	...	20	8	986	62	...	60	45	...	1,153	27 9 3	25 1 1	12	...
79	79	...	...	...	...	...	...	...	73	956	120	1,129	17 1 8	...	3	2
138	110	...	...	20	8	986	62	...	133	981	120	2,282	21 2 8	9 11 6	15	2
877	683	...	...	151	43	11,870	471	12	3,104	536	...	15,993	23 0 3	17 12 2	207	195
1,425	1,009	6	...	284	16	11,483	...	74	4,651	1,331	7,157	24,696	21 0 5	9 12 5	80	147
197	170	...	...	10	...	...	...	505	223	1,656	384	2,768	16 6 2	...	14	22
2,499	1,862	6	...	445	59	23,353	471	591	7,973	3,523	7,541	43,457	21 5 2	11 11 0	301	364
88	88	...	...	...	...	781	...	29	238	221	...	1,269	18 2 1	11 2 6	21	18
175	175	...	...	...	...	586	...	705	497	556	...	2,344	18 0 6	4 8 1	19	25
134	205	...	...	24	...	904	...	...	183	234	1,335	2,656	14 9 6	4 15 6	6	15
309	380	...	...	24	...	1,490	...	705	680	790	1,335	5,000	16 0 5	4 12 5	25	40

* 13 Girls. † 12 Girls. ‡ 6 Girls.

SUBSIDIARY

Statistical Return of Primary Schools (English and

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1881. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1881. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Rohilkhand—(continued).	Budaun ...	Government ...	2	20	92	112	108	93	...	...	79	33	...
	Bareilly ...	Ditto ...	1	16	97	113	112.5	103·72	...	1	91	21	...
		Aided ...	2	22	168	190	170	155	...	3	113	74	...
		Total ...	3	38	265	303	282·5	258·72	...	4	204	95	...
	Sháhjahánpur,	Government ...	1	11	72	83	69	50	3	...	50	30	...
		Aided ...	1	40	172	212	202	161	4	208	...	...	...
		Total ...	2	51	244	295	271	211	7	208	50	30	...
	Pilibhít ...	Government ...	1	17	43	60	53	55	...	...	45	15	...
		Total, Govt. Schools ...	8	119	512	631	583·5	501·72	3	1	439	188	...
		Total, Aided Schools ...	5	100	507	607	589	498	4	260	211	132	...
		GRAND TOTAL ...	13	219	1,019	1,238	1,172·5	999 72	7	261	650	320	...
Allahabad.	Cawnpore ...	Government ...	1	64	75	139	116·41	91·9	...	...	121	18	...
		Aided* ...	5	74	216	290	263·37	217 76	83	14	164	27	2
		Total ...	6	138	291	429	379 78	309 66	83	14	285	45	2
	Fatehpur ...	Government ...	1	44	66	110	94·42	78·09	...	...	81	29	...
	Bánda ...	Ditto ...	1	17	23	40	34 2	29·87	...	1	25	14	...
	Hamírpur ...	Ditto ...	1	20	23	43	46·67	35·85	..	...	28	15	...
	Allahabad ...	Government ...	1	138	115	253	242	176	...	1	186	66	...
		Aided† ...	7	190	387	577	545·59	465 45	295	117	125	34	6
		Total ...	8	328	502	830	787·59	641·45	295	118	311	100	6
	Jaunpur ...	Government ...	1	30	99	129	108	89	...	...	82	47	...
		Aided ...	1	28	92	120	101	82	3	3	92	22	...
		Total ...	2	58	191	249	209	171	3	3	174	69	...
		Total Govt. Schools ...	6	313	401	714	641·7	500 71	...	2	523	189	...
		Do., Aided do., ...	13	292	695	987	909 96	765·21	381	134	381	83	8
		GRAND TOTAL ...	19	605	1,096	1,701	1,551·66	1,265·92	381	136	904	272	8
Benares.	Azamgarh ...	Aided ...	1	38	62	100	100	69	...	5	69	26	...
	Mirzapur ...	Government ...	1	17	70	87	71 73	59·09	...	...	77	10	...
		Aided ...	1	27	173	200	179·44	137·36	...	2	142	56	...
		Unaided ...	1	13	30	43	36·75	31 61	...	...	43	...	...
		Total ...	3	57	273	330	287·92	228 06	...	2	262	66	...
	Benares ...	Government ...	1	57	148	205	208	177	...	...	148	57	...
		Aided ...	7	306	752	1,058	1,047·42	747·15	40	76	807	135	...
		Total ...	8	363	900	1,263	1,255 42	924 15	40	76	955	192	...
	Gházipur ...	Aided ...	3	199	109	308	294·44	235·3	...	24	211	73	...
		Unaided ...	1	7	14	21	15·64	18 61	...	...	15	6	...
		Total ...	4	206	123	329	310·08	253 91	...	24	226	79	...

FORM No. 4.

Vernacular) for Boys for the official year 1880-81—(continued).

Number of scholars on 31st March, 1881, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs. a. p.	Rs a. p.		
112	112	...	...	...	...	798	...	...	267	734	...	1,799	19 5 6	8 9 3	15	15
113	113	...	...	...	...	2 394	2	...	51	70	...	2,517	24 4 3	23 1 3	20	15
190	190	...	...	...	...	1,440	...	...	352	1,440	180	3,412	22 0 2	9 4 8	19	25
303	303	...	..	...	...	3,834	2	...	403	1,510	180	5,929	22 14 8	14 13 1	39	40
83	73	...	...	10	...	1,155	...	...	240	312	...	1,707	34 2 3	23 1 7	11	12
130	212	...	...	...	...	1,620	...	...	...	...	2,140	3,760	23 5 8	10 1 0	2	11
213	285	...	...	10	...	2,775	...	...	240	312	2,140	5,467	25 14 7	13 2 5	13	23
60	29	...	8	20	8	...	...	...	22	1,162	...	1,184	21 8 5	...	10	15
631	590	...	3	30	8	5,714	2	734	1,315	3,055	...	10,820	21 9 0	11 6 2	96	100
454	607	...	...	24	..	3 964	...	...	535	1,674	3,655	9,828	19 11 9	7 15 4	27	51
1,085	1,197	...	3	54	8	9,678	2	734	1,850	4,729	3,655	20,648	20 10 5	9 10 10	123	151
138	89	...	7	43	...	1,161	...	10	580	...	15	1,766	19 3 6	12 10 2	25	45
290	207	...	...	17	5	2,896	...	...	2,595	240	1,537	7,268	33 6 0	13 4 9	29	39
428	296	..	7	60	5	4 057	...	10	3,175	240	1,552	9,034	29 2 9	13 1 7	54	84
110	110	...	...	...	...	2,300	...	...	309	...	...	2,609	33 6 7	29 7 8	16	13
40	38	..	...	...	2	780	...	...	150	16	...	946	31 10 9	26 1 10	15	18
43	43	...	...	...	...	1,751	...	...	222	...	...	1,973	55 0 7	48 13 7	10	16
253	253	...	...	47	35	1,948	...	...	1,359	398	...	3 705	21 0 10	11 1 1	24	24
519	391	26	...	..	...	5,603	...	...	5,084	946	3,146	14,779	31 12 0	12 0 7	77	86
772	644	26	...	47	35	7,551	...	...	6,443	1,344	3,146	18,484	28 13 1	11 12 4	101	110
129	1	...	...	121	7	864	...	...	284	...	8	1,156	12 15 10	9 11 3	8	14
120	23	...	...	97	...	943	...	984	187	...	127	2,241	27 5 8	11 8 0	16	12
249	24	...	...	218	7	1,807	...	984	471	...	135	3,397	19 13 10	10 9 1	24	26
713	534	...	7	211	44	8,804	...	10	2,904	414	23	12,155	24 4 5	17 9 4	96	130
929	621	*26	...	114	5	9,442	...	984	7,866	1,186	4,810	24,288	31 11 10	12 5 5	122	137
1,642	1,155	26	7	325	49	18,246	...	994	10,770	1,600	4,833	36,443	28 12 7	14 6 7	218	267
100	14	...	...	81	5	600	...	...	170	40	390	1,200	17 0 3	8 11 2	20	30
87	66	...	1	20	2	1,426	...	...	329	...	...	1,755	29 11 2	24 2 1	10	9
200	148	...	...	52	...	1,600	...	...	200	...	1,565	3,365	24 8 0	11 10 4	...	...
43	...	...	...	...	...	...	...	...	138	...	398	536	16 15 4	...	...	...
330	214	...	1	72	2	3,026	...	..	667	...	1,963	5,656	24 12 10	13 4 4	10	9
205	148	...	...	41	16	470	...	...	1,385	..	...	1,855	10 7 8	2 10 6	57	37
697	855	...	...	117	23	6,136	...	2,378	1.702	1,800	2,655	14,671	19 10 2	8 3 5	61	79
902	1,003	...	...	158	39	6,606	...	2,378	3,087	1,800	2,655	16,526	17 14 1	7 2 1	118	116
287	135	...	3	165	25	1,209	...	...	445	226	1,003	2,883	12 4 0	5 2 3	52	30
21	21	...	...	...	...	...	...	...	22	...	100	122	6 8 11	...	4	3
308	156	...	3	165	25	1,209	...	...	467	226	1,103	3,005	11 13 4	5 2 3	56	33

* 28 Girls. † 152 Girls.

SUBSIDIARY

Statistical Return of Primary Schools (English and

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1881. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1881. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Benares Division—(concluded).	Gorakhpur ...	Aided	1	123	82	205	203·	157·	...	56	97	52	...
	Basti ...	Do.	2	41	119	160	138·27	100·01	..	...	136	24	..
	Ballia ...	Aided	1	57	67	124	101 6	82·8	...	...	109	15	...
		Total, Govt. Schools ...	2	74	218	292	279·73	236 09	...	...	225	67	...
		Total, Aided Schools ...	15	791	1,364	2,155	2,064·17	1,528·62	40	163	1,571	381	...
		Total, Unaided Schools ...	2	20	44	64	52·39	50·22	...	...	58	6	...
		Grand Total ...	20	885	1,626	2,511	2,396·29	1,814·93	4	163	1,854	454	...
Jhánsi.	Jhánsi ..	Government	1	11	45	56	44	36	...	...	42	14	...
		Unaided	1	...	23	23	23	18	...	...	21	2	...
		Total ...	2	11	68	79	67	54	...	...	63	16	...
	Jalaun ..	Government	2	16	88	104	86	65	...	...	68	36	...
	Lalitpur ...	Do.	1	4	23	27	30	22	...	...	20	7	...
		Total, Govt. Schools ...	4	31	156	187	160	123	...	...	130	57	...
		Total, Unaided Schools ...	1	...	23	23	23	18	...	...	21	2	...
		Grand Total ...	5	31	179	210	183	141	...	...	151	59	...
Kumaun.	Kumaun ...	Aided	3	75	245	320	350	288	...	9	286	12	13
	Garhwál ...	Do.	1	22	65	87	74·	63	...	21	66	...	...
		Total ...	4	97	310	407	424	351	...	30	352	12	13
N.-W. P.		Total, Govt. Schools ...	38	1,427	1,967	3,394	3,160·84	2,636 35	3	9	2,556	824	2
		Total, Aided Schools ...	60	1,879	4,511	6,390	6,106·64	4,902·92	696	801	3,737	1,135	21
		Total, Unaided Schools ...	10	74	210	284	287 65	237·12	...	...	241	43	...
		Grand Total of English Schools, N.-W. Provinces.	108	3,380	6,688	10,068	9,555·11	7,776·39	699	810	6,524	2,002	23
Lucknow.	Lucknow ...	Aided	8	172	910	1,082	1,014	806	23	38	732	282	7
	Unao ...	Government ...	2	24	173	197	182	154	1	4	104	88	...
	Bara Banki ...	Government ...	1	30	48	78	64	51	1	...	59	18	...
Sitapur.	Sitapur ...	Government ...	4	29	172	201	184	157	...	...	125	76	...
		Aided	2	37	166	203	184	137	...	...	110	93	...
		Total ...	6	66	338	404	368	294	...	...	235	169	...
	Hardoi ...	Government ...	1	36	38	74	71	59	...	1	55	18	...
	Kheri ...	Government ...	2	27	53	80	77	67	...	1	67	12	...
		Aided	1	...	36	36	38	30	...	36	...	...	...
		Total ...	3	27	89	116	115	97	...	37	67	12	...

FORM No. 4.

Vernacular) *for Boys for the official year* 1880-81—(continued).

Number of scholars on 31st March, 1881, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p		
135	160	...	...	45	...	600	...	270	...	...	396	1,266	8 1 0	3 13 2	70	37
142	130	...	...	30	.	506	...	...	184	..	637	1,327	13 4 4	5 0 11	15	63
124	91	...	...	33	...	171	144	...	169	...	149	633	7 10 4	3 12 10	9	12
292	214	...	1	61	18	1,896	...	...	1,714	..	...	3,610	15 4 7	8 0 5	67	46
1,685	1,533	...	3	523	53	10,822	144	2,648	2,870	2,066	6,795	25,345	16 9 3	7 2 9	227	251
64	21	...	...	...	...	...	...	...	160	...	498	658	13 1 8	...	4	3
2,041	1,768	...	4	584	71	12,718	144	2,648	4,744	2,066	7,293	29,613	16 5 0	7 1 4	298	300
44	25	...	...	31	...	929	...	...	126	...	...	1,055	29 4 11	25 12 11	1	3
23	...	...	...	...	...	...	...	...	...	...	339	339	18 13 4	...	2	2
67	25	...	...	31	...	929	...	...	126	...	339	1,394	25 13 0	17 3 3	3	5
88	95	...	...	...	1	848	...	...	228	554	...	1,630	25 1 3	13 0 8	4	7
27	27	...	...	...	...	104	...	...	79	...	...	783	35 9 5	32 0 0	3	1
159	147	...	...	31	1	2,481	...	...	433	554	...	3,468	28 3 1	20 2 8	8	11
23	...	...	...	...	...	...	...	...	...	...	339	339	18 13 4	...	2	2
182	147	...	...	31	1	2,481	...	...	433	554	339	3,807	27 0 0	17 9 6	10	13
187	257	...	...	...	13	2,220	...	...	890	224	1,437	4,771	16 9 0	8 7 9	17	21
36	87	...	...	...	37	600	...	...	65	...	509	1,174	18 10 2	9 8 4	5	8
223	344	...	...	...	50	2,820	...	...	955	224	1,946	5,945	16 14 11	8 10 9	22	29
3,365	2,653	...	11	484	114	34,268	473	1,039	11 376	7,721	1,193	56,070	21 4 3	13 2 10	555	574
5,462	4,615	32	7	1,142	128	43,473	144	3,749	21,943	7,660	30,367	1,07,336	21 14 3	8 14 4	521	659
284	191	...	...	10	...	...	...	505	383	1,656	1,221	3,765	15 14 0	...	20	27
9,111	7,459	32	18	1,636	242	77,741	617	5,293	33,702	17.037	32,761	1,67,171	21 7 11	10 1 2	1,096	1,260
845	967	...	9	159	10	3,998	...	210	1,975	...	2,645	8,828	10 15 2	4 15 4	91	101
117	119	...	...	78	...	866	240	...	321	..	24	1,441	9 5 8	7 1 10	5	7
78	78	...	...	30	...	428	...	...	251	...	...	679	13 5 1	8 6 2	10	15
97	172	...	3	104	...	1,057	197	...	341	252	...	1,847	11 12 3	7 15 10	4	18
30	157	...	16	45	2	895	...	...	92	51	1,055	2,093	15 4 6	6 8 6	5	7
127	329	...	19	149	2	1,952	197	...	433	303	1,055	3,940	13 6 5	7 5 0	9	25
74	31	...	...	43	...	788	...	...	303	11	...	1,102	18 9 2	13 5 8	6	17
67	53	...	...	40	...	553	...	...	252	...	57	862	12 13 9	8 4 2	9	6
19	72	...	...	...	...	82	...	...	...	...	129	211	7 0 4	2 11 7	...	...
86	125	...	...	40	...	635	...	...	252	...	186	1,073	11 0 11	6 8 9	9	6

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Statistical Return of Primary Schools (English and

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1881. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1881. Europeans and Eurasians	Native Christians	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Fyzabad	Fyzabad ...	Government ...	5	77	404	481	440	376	...	5	317	156	3
	Bahraich ...	Government ...	1	40	43	83	78	64	...	...	55	28	...
		Unaided	3	26	182	208	236	149	...	...	178	30	...
		Total ...	4	66	225	291	314	213	...	...	233	58	...
	Gonda ...	Government ...	3	40	172	212	194	172	...	...	146	66	...
		Aided	2	42	184	226	230	161	...	3	197	26	...
		Total ...	5	82	356	438	424	333	...	3	343	92	...
Rae Bareli	Rai Bareli ...	Government ...	2	54	70	124	122	105	...	...	62	62	...
	Sultanpur ...	Government ...	2	30	57	87	88	70	...	...	65	22	...
	Partabgarh ...	Government ...	1	25	59	84	76	64	...	...	61	23	...
	Oudh ...	Total, Govt. Schools...	24	412	1,289	1,701	1,576	1,339	2	11	1,116	569	3
		Total, Aided schools ...	13	251	1,296	1,547	1,466	1,134	23	77	1,039	401	7
		Total, Unaided Schools	3	26	182	208	236	149	...	...	178	30	...
		GRAND TOTAL OF ENGLISH SCHOOLS, OUDH.	40	689	2,767	3,456	3,278	2,622	25	88	2,333	1,000	10
		GRAND TOTAL OF ENGLISH SCHOOLS, N.-W. P. AND OUDH.	148	4,069	9,455	13,524	12,833·11	10,398·39	724	898	8,867	3,002	33
		Vernacular Schools.											
Meerut	Dehra Dún ...	Government	26	58	619	677	636	505	...	6	606	65	...
		Aided	1	...	117	117	117	90	...	117	...	...	...
		Total ...	27	58	736	794	753	595	...	123	606	65	...
	Saharánpur ...	Government	121	566	3,550	4,116	4050	3,246	...	...	2,425	1,691	...
		Aided	2	19	90	109	101	91	...	108	1	...	...
		Total ..	123	585	3,640	4,225	4151	3,337	...	108	2,426	1,691	...
	Muzaffarnagar	Government	120	570	2,961	3,531	3585	2,742	...	...	2,309	1,222	...
	Meerut ...	Ditto	193	806	4,990	5,796	5725	4,479	...	4	4,398	1,394	...
	Bulandshahr ...	Ditto	115	881	3,285	4,166	3930	3,233	...	...	3,424	742	...
		Aided	1	...	52	52	38	30	...	...	29	23	...
		Total ...	116	881	3,337	4,218	3,968	3,263	...	...	3,453	765	...
	Aligarh ...	Government	178	1,156	4,587	5,743	4837	3,618	...	...	5,284	459	...
		Total, Govt. Schools ...	753	4,037	19,992	24,029	22,763	17,823	...	10	18,446	5,573	...
		Total, Aided Schools ...	4	19	259	278	256	211	...	225	30	23	...
		Grand Total ...	757	4,056	20,251	24,307	23,019	18,034	...	235	18,476	5,596	...
Agra	Muttra ...	Government	134	715	4,228	4,943	4880·46	4,040·16	...	...	4,627	210	106
	Agra ...	Ditto	188	773	3,759	4,532	4,466·07	3,414·07	...	...	4,348	184	...
	Farukhabad ...	Ditto	133	965	3,420	4,385	4,248·38	3,423·27	...	...	4,082	303	...
	Mainpuri ...	Ditto	130	480	3,347	3,827	3,653·30	2,996·60	...	...	3,620	207	...
	Etáwah ...	Ditto	117	757	2,630	3,387	3,151·34	2,501 76	...	...	3,301	86	...
	Etah ..	Ditto	117	747	3,943	3,790	3,673	2,989	...	...	3,350	440	...
		Total, Govt. Schools ...	819	4,437	20,427	24,864	24,072·55	19,364 86	...	...	23,328	1,430	106

FORM No. 4.

Vernacular) for Boys for the official year 1880-81—(continued).

Number of scholars on 31st March, 1881, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
213	445	...	...	88	...	2,474	216	...	855	480	...	4,025	10 11 3	7 2 5	17	40
83	83	...	...	40	...	1,201	...	...	274	...	12	1,487	23 3 9	18 12 3	9	14
89	249	...	...	7	5	...	...	...	...	...	2,428	2,428	16 4 8	...	7	9
172	332	...	...	47	5	1,201	...	...	274	...	2,440	3,915	18 6 0	5 10 3	16	23
96	134	...	...	98	...	883	48	48	435	300	...	1,714	9 15 5	5 6 7	11	31
50	221	...	...	25	...	636	...	...	65	...	929	1,630	10 2 0	3 15 2	8	12
140	355	...	...	123	...	1,519	48	48	500	300	929	3,344	10 0 8	4 11 3	19	43
94	70	...	...	64	...	556	...	...	350	120	...	1,026	9 12 5	5 4 10	9	24
70	90	...	...	49	...	1,187	16	...	203	...	120	1,526	21 12 10	17 3 0	7	17
64	15	...	...	69	...	530	240	...	327	...	120	1,217	19 0 3	12 0 5	9	18
1,047	1,290	...	3	703	...	10,513	957	48	3,912	1,163	333	16,926	12 10 3	8 9 1	96	207
944	1,417	...	25	229	12	5,611	...	210	2,132	51	4,758	12,762	11 4 1	4 15 2	104	120
89	249	...	...	7	5	...	...	...	...	...	2,428	2,428	16 4 8	...	7	9
2,080	2,956	...	28	939	17	16,124	957	258	6,044	1,214	7,519	32,116	12 4 0	6 8 3	207	336
11,191	10,415	32	46	2,575	259	93,865	1,574	5,551	39,746	18,251	40,300	1,99,287	19 2 7	9 2 10	1,303	1,596
...	677	...	...	...	...	250	1,774	...	39	455	19	2,537	5 0 4	4 0 1	10	22
...	117	...	...	...	...	240	...	...	18	...	778	1,036	11 8 2	2 10 8	...	11
...	794	...	...	...	...	490	1,774	...	57	455	797	3,573	6 0 1	3 12 10	10	33
...	4,116	...	...	569	...	1,230	10,655	...	221	360	122	12,588	3 14 0	3 10 6	93	307
31	109	...	...	5	...	1,860	...	...	5	...	2,400	4,265	46 13 10	20 7 0	...	16
31	4,225	...	...	574	...	3,090	10,655	...	226	360	2,522	16,853	5 0 9	4 1 10	93	323
...	3,512	...	...	860	19	1,355	13,441	...	146	165	214	15,321	5 9 4	5 6 4	75	151
...	5,796	...	...	...	...	1,278	18,499	...	565	913	...	21,255	4 11 11	4 6 7	71	252
...	4,166	...	...	332	...	3,607	12,758	...	405	826	519	18,115	5 9 7	5 1 0	112	356
...	52	...	...	...	...	60	...	...	3	...	381	444	14 12 9	2 0 0	...	5
...	4,218	...	...	332	...	3,667	12,758	...	408	826	900	18,559	5 11 0	5 0 6	112	361
...	5,743	...	...	...	...	3,142	17,043	...	488	925	...	21,598	5 15 6	5 9 3	116	344
...	24,010	...	...	1,761	19	10,862	74,170	...	1,864	3,644	874	91,414	5 2 0	4 12 4	477	1,432
31	278	...	...	5	...	2,160	...	...	26	...	3,559	5,745	27 3 7	10 3 9	...	32
31	24,288	...	...	1,766	19	13,022	74,170	...	1,890	3,644	4,433	97,159	5 6 2	4 13 4	477	1,464
...	4,943	...	...	...	...	2,018	12,327	...	303	466	...	15,114	3 11 10	3 8 10	104	854
...	4,532	...	...	70	...	2,334	16,859	100	177	187	...	19,657	5 12 1	5 9 14	37	617
...	4,315	...	...	70	...	1,317	11,027	...	215	193	...	12,752	3 11 7	3 9 8	274	801
...	3,827	...	...	...	...	879	12,043	362	217	105	...	13,606	4 8 8	4 5 0	50	459
...	2,387	...	...	...	...	686	11,144	...	252	498	25	12,605	5 0 7	4 11 8	159	358
...	3,790	...	...	164	...	642	9,480	...	50	897	...	11,069	3 11 3	3 6 2	108	572
...	24,794	...	...	304	...	7,876	72,880	462	1,214	2,346	25	84,803	4 6 1	4 2 9	732	3,661

SUBSIDIARY

Statistical Return of Primary Schools (English and

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1881. In upper division.	In lower division	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1881. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Rohilkhand.	Bijnor ...	Government ...	106	495	2,969	3,464	3,312	2,809	...	...	2,084	1,380	...
		Aided ...	1	19	67	86	91	81	...	...	40	46	...
		Total ...	107	514	3,036	3,550	3,403	2,890	...	...	2,124	1,426	...
	Moradabad ...	Government ...	132	571	3,480	4,051	3,897	2,930	...	...	2,432	1,619	...
		Aided ...	2	1	182	183	176	162	...	13	127	43	...
		Total ...	134	572	3,662	4,234	4,073	3,092	...	13	2,559	1,662	...
	Budaun ...	Government ...	111	618	3,306	3,924	3,795	2,945	...	...	2,778	1,146	...
	Bareilly ...	Government ...	115	546	3,350	3,896	3,735	2,917	...	...	2,771	1,125	...
		Aided ...	1	14	30	44	38	32	...	4	36	4	...
		Unaided ...	2	6	38	44	41	35	...	...	22	22	...
		Total ...	118	566	3,418	3,984	3,814	2,984	...	4	2,829	1,151	...
	Shâhjahânpur,	Government ...	118	418	3,130	3,548	3,515	2,782	...	...	3,077	471	...
		Aided ...	2	28	92	120	109	87	...	8	102	7	3
		Total ...	120	446	3,222	3,668	3,624	2 869	...	8	3,179	478	3
	Pilibhît ...	Government ...	51	215	1,750	1,965	1,933	1,563	...	...	1,448	517	...
		Total, Govt. Schools ...	633	2,863	17,985	20,848	20,187	15,946	...	...	14,590	6,258	...
		Total, Aided Schools ...	6	62	371	433	414	362	...	25	305	100	3
		Total, Unaided Schools,	2	6	38	44	41	35	...	...	22	22	...
		Grand Total ...	641	2,931	18,394	21,325	20,642	16,343	...	25	14,917	6,380	3
Allahabad.	Cawnpore ...	Government ...	182	1,969	4,114	6,083	4,855·61	5,082·07	...	...	5,879	199	5
	Fatehpur ...	Ditto ...	120	1,055	2,787	3,842	3,743·54	3,211·28	...	...	3,408	434	...
	Bánda ...	Ditto ...	134	1,095	2,657	3,752	3,301·48	2,887·45	...	...	3 452	300	...
	Hamírpur ...	Ditto ...	79	1,308	2,092	3,400	3,188	2,517	...	...	3,139	261	...
	Allahabad ...	Ditto ...	140	1,328	2,783	4,111	4,089	3,310	...	...	2,554	1,557	...
	Jaunpur ...	Ditto ...	135	1,882	3 241	5,123	5,142	4,084	...	...	4,722	401	...
		Total ...	790	8,637	17,674	26,311	24,319·63	21,091·80	...	...	23,154	3,152	5
Benares.	Azamgarh ...	Government ...	153	1,143	5,880	7,023	6,622	5,946	...	...	6,185	838	...
		Aided ...	3	...	103	103	115	97	...	...	90	13	...
		Total ...	156	1,143	5,983	7,126	6,737	6,043	...	...	6,275	851	...
	Mirzapur ...	Government ...	116	460	3,408	3,868	3,524	3,205	...	...	3,539	329	...
		Aided ...	5	...	137	137	136	109	...	10	123	4	...
		Total ...	121	460	3,545	4,005	3,660	3,314	...	10	3,662	333	...
	Benares ...	Government ...	101	566	3,055	3,621	3,434	2,668	...	...	3,456	165	...
		Aided ...	2	...	67	67	66	51	...	...	65	2	...
		Total ...	103	566	3,122	3,688	3,500	2,719	...	...	3,521	167	...
	Gházipur ...	Government ...	117	619	3,498	4,117	3,492	3,205	...	...	3,560	557	...
		Aided ...	2	...	107	107	83	74	...	8	62	37	...
		Total ...	119	619	3,605	4,224	3,575	3,279	...	8	3,622	594	...
	Gorakhpur ...	Government ...	186	1,290	5,938	7,228	7,180	5,616	...	...	6,826	398	4
		Aided ...	9	...	488	488	488	372	...	80	352	56	...
		Total ...	195	1,290	6,426	7,716	7,668	5,988	...	80	7,178	454	4
	Basti ...	Government ...	138	697	4,892	5,589	4,451	4,167	...	...	5,215	374	...
	Ballia ...	Ditto ...	64	367	2,212	2,579	2,563	2,345	...	...	2,378	201	...
		Total, Govt. Schools ...	875	5,142	28,883	34,025	31,266	27,152	...	...	31,159	2,862	4
		Total, Aided Schools ...	21	...	902	902	888	703	...	98	692	112	...
		Grand Total ...	896	5,142	29,785	34,927	32,154	27,855	...	98	31,851	2,974	4
Jhánsi.	Jhánsi ...	Government ...	52	189	1,229	1,418	1,349	1,056	...	...	1,360	58	...
		Unaided ...	4	...	84	84	76	56	...	...	83	1	...
		Total ...	56	189	1,313	1,502	1,425	1,112	...	...	1,443	59	...
	Jalaun ...	Government ...	84	259	1,977	2,236	2,251	1,695	...	...	2,126	110	...
		Unaided ...	4	4	105	109	115	86	...	...	106	3	...
		Total ...	88	263	2,082	2,345	2,366	1,781	...	...	2,232	113	...

FORM No. 4.

Vernacular) for Boys for the official year 1880-81—(continued).

Number of scholars on 31st March, 1881, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.		Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p		
...	3,464	...	...	1,439	...	1,096	11,772	...	272	285	...	13,425	4 12 6	4 9 4	173	284
...	86	...	...	49	...	188	...	226	45	...	...	459	5 10 8	2 5 2	11	10
...	3,550	...	...	1,488	...	1,284	11,772	226	317	285	...	13,884	4 12 10	4 8 3	184	294
...	4,031	...	21	1,283	16	1,419	13,484	...	275	636	106	15,920	5 6 11	5 1 5	175	333
...	172	...	...	53	..	252	...	...	73	...	414	739	4 9 0	1 8 11	...	1
...	4,203	...	21	1,336	16	1,671	13,484	...	348	636	520	16,659	5 6 2	4 14 5	175	334
...	3,924	...	...	1,175	...	950	8,406	...	225	523	...	10,104	3 6 11	3 2 10	153	237
...	3,896	...	...	1,349	...	1,100	12,697	...	113	...	59	13,978	4 12 8	4 11 9	121	191
...	42	...	...	2	...	36	...	...	13	...	108	157	4 14 6	1 2 0	4	2
...	23	...	6	15	...	...	...	346	...	...	83	429	12 4 1	...	2	2
...	3,961	...	6	1,366	...	1,145	12,697	346	126	...	250	14,564	4 14 1	4 10 3	127	195
...	3,544	...	...	101	53	1,843	10,674	..	232	1,201	67	14,017	5 0 7	4 8 0	94	154
...	113	...	...	5	2	192	...	192	16	...	128	528	6 1 1	2 3 4	...	6
...	3,657	...	...	106	55	2,035	10,674	192	248	1,201	195	14,545	5 1 1	4 6 11	94	160
..	1,883	...	17	500	35	305	4,906	...	93	1,016	...	6,220	4 0 8	3 5 4	68	170
...	20,742	...	38	5,847	104	6,722	61,939	...	1,210	3,661	282	73,764	4 10 0	4 4 11	784	1,369
...	413	...	...	109	2	668	...	418	147	...	650	1,883	5 3 3	1 13 6	15	19
...	23	..	6	15	...	...	...	346	...	...	83	429	12 4 1	...	2	2
...	21,178	...	44	5,971	106	7,390	61,939	764	1,357	3,661	965	76,076	4 10 6	4 3 10	801	1,390
...	5,995	...	...	88	...	2,713	20,045	...	...	685		23,443	4 9 10	4 7 8	893	1,466
...	3,842	...	...	153	...	1,526	12,993	...	166	255	...	14,940	4 10 5	4 8 4	20	135
...	3,752	...	...	19	...	2,136	13,800	...	232	430	...	16,598	5 12 0	5 8 4	8	412
...	3,400	...	...	...	...	1,540	8,906	...	161	...	...	10,607	4 3 5	4 2 5	459	330
...	4,111	...	...	..	...	1,214	17,538	...	...	550	...	19,302	5 13 4	5 10 8	647	858
...	5,123	...	...	153	...	1,401	12,721	...	193	456	...	14,774	3 9 11	3 7 4	166	430
...	26,228	...	...	413	...	10,530	86,006	...	752	2,376	...	99,664	4 11 7	4 9 3	2,193	3,681
...	7,023	...	36	497	12	1,352	14,929	...	...	214	...	16,495	2 12 5	2 11 9	197	499
...	103	...	...	..	...	240	...	...	90	...	450	780	8 0 8	2 7 7	...	...
...	7,126	...	36	497	12	1,592	14,929	...	90	214	450	17,275	2 13 9	2 11 9	197	499
...	3,786	...	2	57	24	1,249	8,252	876	78	629	1,232	12,316	3 13 6	2 15 5	42	161
...	137	...	...	...	...	204	...	...	43	...	467	714	6 8 10	1 13 11	...	...
...	3,922	...	2	57	24	1,453	8,252	876	121	629	1,699	13,030	3 14 11	2 14 10	42	161
...	3,621	..	...	21	...	448	8,408	...	35	796	...	9,687	3 10 1	3 5 1	91	205
...	67	...	...	6	...	72	...	...	...	120	...	192	3 12 3	1 6 7	...	...
...	3,688	...	..	27	...	520	8,408	...	35	916	...	9,879	3 10 2	3 4 6	91	205
...	4,117	...	...	36	...	1,399	10,630	...	103	178	...	12,310	3 13 5	3 12 1	91	209
...	37		17	48	5	283	...	...	76	90	229	678	9 2 7	3 13 2	3	18
...	4,154	...	17	84	5	1,682	10,630	...	179	268	229	12 988	3 15 5	3 12 2	94	227
...	7,228	...	24	43	24	2,489	15,599	...	70	855	...	19,013	3 6 2	3 3 6	34	495
...	488	...	...	...	..	516	...	...	366	600	630	2,121	5 11 3	1 6 2	...	...
..	7,716	..	24	43	24	3,005	15,599	...	436	1,455	639	21,134	3 8 5	3 1 8	34	495
...	5,589	...	..	140	...	853	12,165	...	45	...	...	13,063	3 2 2	3 1 2	90	449
...	2,579	...	...	...	...	914	5,998	.	40	...	...	6,952	2 15 5	2 15 2	34	112
...	33,942	...	62	794	60	8,704	75,981	876	371	2 672	1,232	89,836	3 4 11	3 1 11	579	2,130
...	832	...	17	54	5	1,315	...	...	575	810	1,785	4,485	6 6 0	1 13 11	3	18
...	34,774	...	79	848	65	10,019	75,981	876	946	3,482	3,017	94,321	3 6 2	3 1 4	582	2,148
...	4,418	...	...	...	...	793	3,975	...	347	...	89	5,204	4 14 10	4 8 3	44	74
...	84	...	...	...	...	...	...	...	...	...	518	518	9 4 0	...	...	...
...	1,502	...	...	...	...	793	3,975	...	347	...	607	5,722	5 2 4	4 4 7	40	74
...	2,236	...	...	...	...	552	8,906	...	196	283	...	9,937	5 13 10	5 9 3	71	113
...	109	...	...	...	...	...	...	...	...	...	342	342	3 15 8	...	...	4
...	2,345	...	...	...	...	552	8,906	...	196	283	342	10,279	5 12 4	5 5 0	71	117

SUBSIDIARY

Statistical Return of Primary Schools (English and

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1881. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1881. Europeans and Eurasians	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Jhansi (concld.)	Lalitpur ...	Government ...	23	112	668	780	673	523	...	...	497	26	257
		Total, Govt. Schools ...	159	560	3,874	4,434	4,273	3,274	...	...	3,983	194	257
		Total, Unaided Schools,	8	4	189	193	191	142	...	...	189	4	...
		GRAND TOTAL ...	167	564	4,063	4,627	4,464	3,416	...	...	4,172	198	257
Kumaun	Kumaun ...	Government	97	1,014	5,005	6,019	5,959	3,286	...	...	5,693	21	305
		Aided	8	...	408	408	516	282	...	...	408	...	...
		Total ...	105	1,014	5,413	6,427	6,475	3,568	...	...	6,101	21	305
	Garhwál ...	Government	44	932	1,367	2,299	1,999	1,322	...	...	2,253	6	40
		Aided	1	30	74	104	92	67	...	2	100	2	...
		Total ...	45	962	1,441	2,403	2,091	1,389	...	2	2,353	8	40
	Tarai ...	Government	13	116	301	417	410	325	...	...	325	65	27
		Total, Govt. Schools ...	154	2,062	6,673	8,735	8,368	4,933	...	...	8,271	92	372
		Total, Aided Schools ...	9	30	482	512	608	349	...	2	508	2	...
		GRAND TOTAL ...	163	2,092	7,155	9,247	8,976	5,282	...	2	8,779	94	372
N.-W. P.	Total, Government Schools ...		4,183	27,738	1,15,508	1,43,246	135,249·18	1,09,584·66	...	10	1,22,931	19,561	744
	Total, Aided Schools ...		40	111	2,014	2,125	2,166	1,623	...	350	1,535	237	3
	Total Unaided Schools ...		10	10	227	237	232	177	...	...	211	26	...
	GRAND TOTAL OF VERNACULAR SCHOOLS, NORTH-WESTERN PROVINCES.		4,233	27,859	1,17,749	1,45,608	137,647·18	1,11,386·66	...	360	1,24,677	19,824	747
	GRAND TOTAL OF ENGLISH AND VERNACULAR SCHOOLS, N.-W. P.		4,341	31,239	124,437	1,55,676	147,202·29	1,19,163·05	699	1,170	1,31,211	21,826	770
Lucknow	Lucknow ...	Government	76	363	2,198	2,561	2,485	1,766	...	2	1,916	635	8
		Aided	1	...	78	78	56	35	...	...	40	38	...
		Unaided	2	...	105	105	104	67	...	...	77	28	...
		Total ...	79	363	2,381	2,744	2,645	1,868	...	2	2,033	701	8
	Unao ...	Government	120	685	3,857	4,542	4,542	3,426	...	...	4,043	499	...
	Bara Banki ...	Ditto	135	625	4,328	4,953	4 838	3,948	...	...	3,149	1,804	...
Sitapur	Sitapur ...	Ditto	122	1,069	3,715	4,784	4,877	3,691	...	...	3,963	821	...
		Unaided	3	13	101	114	96	80	...	2	67	43	2
		Total ...	125	1,082	3,816	4,898	4,973	3,771	..	2	4,030	864	2
	Hardoi ...	Government	131	725	3,950	4,675	4,574	3,681	...	1	3,957	717	...
	Kheri ...	Ditto	73	512	2,537	3,049	3,117	2,465	...	...	2,385	664	...
Fyzabad	Fyzabad ...	Government	85	802	2,507	3,309	3,381	2,455	...	...	2,530	756	23
	Bahraich ...	Ditto	79	824	2,979	3,803	3,781	2,680	...	1	3,020	780	2
		Aided	1	...	155	155	160	140	...	...	125	30	...
		Unaided	1	...	20	20	22	15	...	...	20	...	...
		Total ..	81	824	3,154	3,978	3,963	2,835	...	1	3,165	810	2
	Gonda ...	Government	106	701	2,651	3,352	3,386	2,536	...	...	2,727	625	...
		Aided	5	...	142	142	142	102	...	...	116	26	...
		Unaided	3	...	88	88	88	66	...	...	86	2	...
		Total ...	114	701	2,881	3,582	3,616	2,704	...	...	2,929	653	...
Rae Bareli	Rae Bareli ...	Government	115	1,047	3,825	4,872	4,322	3,428	...	...	3,941	931	...
	Sultanpur ...	Ditto	92	650	2,606	3,256	3,130	2,198	...	...	2,530	723	3
	Partabgarh ...	Ditto	76	835	2,004	2,839	2,690	2,134	...	...	2,180	659	...
		Aided	2	...	40	40	24	23	...	...	32	8	...
		Unaided	1	...	34	34	35	27	...	...	30	4	...
		Total ...	79	835	2,078	2 913	2,749	2,184	...	...	2,242	671	...
Oudh.	Grand Total of Govt. Schools ...		1,210	8,838	37,157	45,995	45,123	34,408	...	4	36,341	9,614	36
	Ditto of Aided do. ...		9	...	415	415	382	300	...	...	313	102	...
	Ditto of Unaided do. ...		10	13	348	361	345	255	...	2	280	77	2
	Great Grand Total of Vernacular Schools, Oudh.		1,229	8,851	37,920	46,771	45,850	34,963	...	6	36,934	9,793	38
	Grand Total of English and Vernacular Schools, Oudh.		1,269	9,540	40,687	50,227	49,128	37,585	25	94	39,267	10,793	48
	GREAT GRAND TOTAL OF ENGLISH AND VERNACULAR SCHOOLS, N.-W. P. & OUDH.		5,610	40,779	165,124	205,903	196,330·29	156,748·05	724	1,264	170,478	32,619	818

FORM No. 4.

Vernacular) for Boys for the official year 1880-81—(concluded).

Number of scholars on 31st March, 1881, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
...	780	...	...	...	...	591	1,468	107	175	110	...	2,391	4 9 2	3 15 0	20	38
...	4,434	..	..	...	...	1,936	14,349	107	658	393	89	17,532	5 5 8	4 15 7	131	925
...	193	...	...	...	...	...	...	...	...	...	860	860	6 0 10	..	...	4
...	4,627	...	...	...	...	1,936	14,349	107	658	393	949	18,392	5 6 1	4 12 3	131	229
...	6,019	...	...	...	...	1,022	7,921	...	...	...	...	8,943	2 11 6	2 11 6	83	94
...	408	...	...	...	...	480	...	...	...	...	300	780	2 12 3	1 11 7	...	...
...	6,427	...	...	...	...	1,502	7,921	...	...	..	300	9,723	2 11 7	2 10 3	83	94
...	2,299	...	...	...	...	827	3,518	...	...	...	...	4,345	3 4 7	3 4 7	36	75
27	104	...	...	...	43	400	...	...	...	...	150	550	8 3 4	5 15 6	2	4
27	2,403	...	...	...	43	1,227	3,518	...	...	...	150	4,895	3 8 4	3 6 8	38	79
...	295	...	...	122	...	217	1,023	...	48	121	...	1,409	4 5 4	3 13 0	17	82
...	8,613	...	...	122	...	2,066	12,462	...	48	121	...	14,697	2 15 8	2 15 6	136	201
27	512	...	...	...	43	880	...	...	...	...	450	1,330	3 12 11	2 4 8	2	4
27	9,125	...	...	122	43	2,946	12,462	...	48	121	450	16,027	3 0 6	2 15 0	138	205
...	142,758	...	100	9,241	183	48,696	397,787	1,445	6,117	15,213	2,452	471,710	4 4 10	4 1 2	5,032	12,649
58	2,035	...	17	168	50	5,023	...	478	748	810	6,444	13,443	8 4 4	3 4 5	20	73
...	216	...	6	15	...	...	...	346	...	...	243	1,259	7 4 6	...	2	5
58	145,009	...	123	9,424	233	53,719	397,787	2,209	6,865	16,023	9,839	486,442	4 5 10	4 0 10	5,054	12,728
9,169	152,468	32	141	11,060	475	131,460	398,404	7,502	40,567	33,060	42,620	653,613	5 7 9	4 7 1	6,150	13,988
...	1,892	...	16	1,135	1	992	7,482	...	714	1,028	130	10,346	5 13 9	4 12 9	58	129
...	86	...	...	15	...	225	...	...	22	...	178	425	12 2 3	6 6 10	...	...
...	41	...	...	...	72	...	...	...	...	...	243	243	3 10 2	...	...	...
...	2,019	...	16	1,150	73	1,217	7,482	...	736	1,028	551	11,014	5 14 4	4 10 6	58	129
...	4,492	...	...	327	...	1,785	11,789	...	1,336	36	248	15,194	4 6 11	3 15 5	38	66
...	4,948	...	77	1,299	89	3,193	14,105	...	1,718	240	33	19,289	4 14 2	4 6 1	72	187
...	4,979	...	...	394	...	1,132	11,625	...	1,038	60	...	13,855	3 12 1	3 7 4	172	182
...	114	...	...	25	...	...	...	...	34	...	288	322	4 0 5	...	...	...
...	5,093	...	...	419	...	1,132	11,625	...	1,072	60	288	14 177	3 12 2	3 6 1	172	182
...	4,812	...	...	203	3	2,227	10,966	...	1,943	360	36	15 532	4 3 6	3 9 4	105	240
...	2,910	...	...	202	3	1,083	6,250	...	674	...	735	8,742	3 8 9	2 15 7	82	140
...	3,193	...	...	384	...	987	8,450	...	718	60	...	10,215	4 2 7	3 13 6	86	141
...	4,293	...	...	265	...	752	8,308	...	1,178	279	...	10,517	3 14 9	3 6 1	113	204
...	155	...	...	...	..	234	...	...	74	...	225	533	3 12 11	1 10 9	...	...
...	20	...	...	..	...	...	...	...	...	...	75	75	5 0 0	...	...	...
...	4,468	...	...	265	...	986	8,308	...	1,252	279	300	11,125	3 91 9	3 4 5	113	204
...	3,424	...	...	324	...	1,493	10,136	...	944	...	6	12,579	4 15 4	4 9 4	75	151
...	140	...	...	...	...	120	110	...	15	...	403	648	6 5 8	2 4 1	...	...
...	88	...	...	...	...	...	...	...	...	...	232	232	3 8 3	...	...	...
...	3,652	...	...	324	...	1,613	10,246	...	959	...	641	13,459	4 15 8	4 6 2	75	151
...	4,490	...	...	738	...	1,498	11,090	...	917	228	...	13,733	4 0 1	3 10 9	121	206
...	3,322	...	...	250	5	371	9,636	...	700	...	...	10,707	4 13 11	4 8 10	95	221
...	2,947	...	...	331	...	566	7,819	...	457	...	137	8,979	4 3 4	3 14 1	193	243
...	40	...	...	...	...	...	52	...	...	...	53	105	4 9 0	2 4 6	...	...
...	21	...	...	2	11	...	...	600	18	...	...	618	22 14 1	...	...	...
...	3,008	...	...	333	11	566	7,871	600	475	..	190	9,702	4 7 1	3 13 10	193	243
...	45,702	...	93	5,852	101	16,079	1,17,656	...	12,337	2,291	1,325	1 49,688	4 5 7	3 14 2	1,210	2,110
...	421	...	...	15	...	579	162	...	111	...	859	1,711	5 11 3	2 7 6	...	...
...	284	...	...	27	83	...	...	600	52	...	838	1,490	5 13 6	...	...	...
...	46,407	...	93	5,894	184	16,658	1,17,818	600	12,500	2,291	3,022	1,52,889	4 5 11	3 13 6	1,210	2,110
2,080	49,363	...	121	6,833	201	32,782	1,18,775	858	18,544	3,505	10,541	1,85,095	4 14 9	4 0 6	1,417	2,446
11,249	2,01,831	32	262	17,893	676	1,64,242	5,17,179	8,360	59,111	36,565	53,161	8,38,618	5 5 7	4 5 6	7,567	16,434

R. GRIFFITH,
Director of Public Instruction, N.-W. P. and Oudh.

SUBSIDIARY

Statistical Return of Female Primary Schools (English

Division.	District.	Name or class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1881. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1881. Europeans and Eurasians.	Native Christians.	Hindus.	Mohammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
		English Schools.											
N.-W. Provinces.	Dehra Dún ...	Aided	2	35	110	145	145·	139·	24	121	...	...	...
	Agra ...	"	4	56	278	334	354·	324·	128	205	1	...	...
	Moradabad ...	"	1	...	101	101	101·	91·	...	101	...	...	...
	Bareilly ...	"	1	27	211	238	237·	237·	...	233	...	...	...
	Allahabad ...	"	2	37	24	61	67·	62·	61	...	...	...	...
	Benares ...	"	2	...	26	26	26·	26·	14	12	...	...	...
		Total, Aided schools ...	12	155	750	905	930·	879·	227	677	1	...	...
		Grand Total, English schools, N.-W. Provinces.	12	155	750	905	930·	879·	227	677	1	...	...
Oudh.	Lucknow ...	Aided	4	[illegible]	372	392	361·	173·	55	70	102	160	
	Kheri ...	"	1	...	37	37	39·	31·	...	37	...	...	
		Total, Aided schools ...	5	20	409	429	400·	204·	55	107	102	160	5
		Grand Total, English schools, N.-W. P. and Oudh.	17	175	1,159	1,334	1,330·	1,083	282	784	103	160	5
		Vernacular Schools.											
Meerut.	Saháranpur ...	Government	2	...	37	37	36·	29·	...	...	...	37	...
		Aided	7	...	187	187	216·	106·	...	...	...	187	...
		Unaided	6	...	205	205	209·	168·	...	...	130	75	...
		Total ...	15	...	429	429	461·	303·	...	...	130	299	...
	Muzaffarnagar ...	Government	2	4	28	32	37·	27·	...	...	...	32	...
		"	2	3	29	32	41·	29·	...	...	32	...	...
	Meerut ...	Aided	1	21	60	81	82·	37·	...	...	81	...	...
		Total ...	3	24	89	113	123·	66·	...	...	113	...	...
	Bulandshahr ...	Government	4	...	98	98	99·	77·	...	...	98	...	...
	Aligarh ...	"	9	17	182	199	122·	102·	...	...	199	...	...
		Total, Government schools ...	19	24	374	398	335·	264·	...	...	329	69	...
		Total, Aided schools ...	8	21	247	268	298·	143·	...	...	81	187	...
		Total, Unaided schools ...	6	...	205	205	209·	168·	...	...	130	75	...
		Grand Total ...	33	45	826	871	842·	575·	...	...	540	331	...
Agra.	Muttra ...	Government ...	5	...	130	130	130·10	99·29	...	...	128	2	...
	Agra ...	" ...	7	4	125	129	131·66	100·78	...	...	128	1	...
		Aided ...	5	31	287	318	321·	265·	...	201	77	40	...
		Total ...	12	35	412	447	452·60	365·78	...	201	205	41	...
	Farukhabad ...	Government ...	6	5	137	142	144·3·	113·36	...	...	141	1	...
		Aided ...	8	62	153	215	203·	168·	...	60	122	33	...
		Total ...	14	67	290	357	347·3.	281·36	...	60	263	34	...
	Mainpuri ...	Government ...	5	15	100	115	110·70	88·89	...	...	100	15	...
		Aided ...	3	...	61	61	57·50	48·90	...	...	61	...	...
		Total ...	8	15	161	176	168·20	137·79	...	...	161	15	...

FORM No. 5.

and Vernacular) for the official year 1880-81.

Number of scholars on 31st March, 1881, learning				*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Arabic.	Persian.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper primary school examination.	Lower primary school examination.
8a	8b	8c	8d	9a	9b	9c	9d	9e	9f	9	10	11	12	13
				Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
145	130	...	10	2,000	...	...	2,267	480	3,260	8,007	57 9 8	14 6 2	...	5
332	214	...	...	6,240	...	339	7,007	...	4,297	17,883	55 3 1	19 4 1	32	40
35	101	...	...	480	...	...	...	...	888	1,368	15 0 6	5 4 5	...	...
27	238	...	27	1,050	...	...	...	...	3,218	4,268	18 0 2	4 6 11	20	80
61	...	...	...	1,775	...	...	3,776	90	...	5,641	90 15 9	28 10 0	7	...
26	...	...	...	391	...	...	...	534	200	1,125	43 4 4	15 9 7	...	..
626	683	...	37	11,936	...	339	13,050	1,104	11,863	38,292	43 9 0	13 9 3	59	125
626	683	...	37	11,936	...	339	13,050	1,104	11,863	38,292	43 9 0	13 9 3	59	125
159	341	...	...	2,649	...	666	703	...	3,844	7,862	45 7 2	15 5 0	18	16
10	74	...	...	82	...	...	...	...	129	211	6 12 9	2 10 2	...	
169	415	...	...	2,731	...	666	703	...	3,973	8,073	39 9 2	13 6 2	18	16
795	1,098	...	37	14,667	...	1,005	13,753	1,104	15,836	46,365	42 13 0	13 8 8	77	141
...	37	...	...	192	...	...	...	...	...	192	6 9 10	6 9 10	...	1
...	187	...	...	420	...	...	...	150	551	1,121	10 9 2	3 15 4	...	...
...	205	...	...	...	...	...	...	150	880	1,030	6 2 1	...	...	...
...	429	...	...	612	...	...	...	300	1,431	2,343	7 11 8	2 0 4	...	1
...	32	...	...	176	...	...	...	...	...	176	6 8 3	6 8 3	...	3
...	32	...	...	156	...	...	...	...	...	156	5 6 1	5 6 1	...	2
...	81	...	...	120	...	...	...	...	1,430	1,550	41 14 3	3 3 10	...	...
...	113	...	...	276	...	...	...	...	1,430	1,706	25 13 7	4 2 11	...	2
.	98	...	...	377	...	...	...	180	...	557	7 3 8	4 14 4	...	23
...	199	...	...	808	...	...	...	...	...	808	7 14 8	7 14 8	7	34
...	398	...	...	1,709	...	...	...	180	...	1,889	7 2 6	6 7 6	7	63
..	268	...	...	540	...	...	...	150	1,981	2,671	18 10 10	3 12 5	...	...
...	205	...	...	...	...	...	...	150	880	1,030	6 2 1	...	...	...
...	871	...	...	2,249	...	...	...	480	2,861	5,590	9 11 6	3 14 7	7	63
...	130	.	...	402	...	...	...	..	...	402	4 0 9	4 0 9	...	...
...	129	...	...	418	48	...	...	...	...	466	4 10 0	4 10 0	...	2
6	318	...	...	1,592	...	...	...	...	3,504	5,096	19 3 8	6 0 1	7	6
6	447	...	...	2,010	48	...	...	...	3,504	5,562	16 3 4	5 10 0	7	8
...	142	...	...	325	105	...	...	...	..	430	3 12 8	3 12 8	...	...
7	208	...	...	576	...	...	...	...	1,572	2,148	12 12 7	3 6 10	.	...
7	350	...	...	901	105	...	...	...	1,572	2,578	9 2 7	3 9 2	...	...
...	115	...	...	363	...	...	...	...	...	363	4 1 4	4 1 4	2	9
...	61	...	...	95	...	95	...	...	...	190	3 14 2	1 15 1	...	3
...	176	...	...	458	...	95	...	...	...	553	4 0 3	3 5 2	2	12

SUBSIDIARY

Statistical Return of Female Primary Schools (English

Division.	District.	Name or class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1881. In upper division.	Number of scholars on the rolls on 31st March, 1881. In lower division.	Number of scholars on the rolls on 31st March, 1881. Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1881. Europeans and Eurasians.	Classification according to race or creed of the scholars on 31st March, 1881. Native Christians.	Classification according to race or creed of the scholars on 31st March, 1881. Hindus.	Classification according to race or creed of the scholars on 31st March, 1881. Muhammadans.	Classification according to race or creed of the scholars on 31st March, 1881. Others.
1		2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
		Vernacular Schools—(contd.).											
Agra—(concld.).	Etawáh ...	Government ...	2	2	34	36	205·90	148·60	...	...	36	...	...
	Etah ...	" ...	7	30	155	185	177·	147·	...	...	173	12	...
		Total, Government schools ...	32	56	681	737	899·68	697·92	...	...	706	31	...
		Total, Aided schools ...	16	93	501	594	581 50	481·90	...	261	260	73	...
		Grand Total ...	48	149	1,182	1,331	1,481 18	1,179·82	...	261	966	104	...
Rohilkhand.	Bijnor ...	Government ...	4	...	83	83	80·	71·	...	...	4	79	...
		Aided ...	5	...	105	105	108·	89	...	...	...	105	...
		Total ...	9	...	188	188	188·	160	...	...	4	184	...
	Moradabad ...	Government ...	9	...	169	169	160·	118·	...	...	51	118	...
		Aided ...	16	...	445	445	394·	330	...	...	102	343	...
		Total ...	25	...	614	614	554·	448·	...	...	153	461	...
	Budaun ...	Government ...	10	...	208	208	217·	177·	...	...	91	117	...
		Aided ...	17	14	265	279	278·	228	.	56	79	144	...
		Total ...	27	14	473	487	495·	405·	...	56	170	261	...
	Bareilly ...	Government ...	1	...	35	35	25·	25	...	...	35	...	...
		Aided ...	5	...	100	100	96·	77·	...	...	70	30	...
		Total ...	6	...	135	135	121·	102·	...	...	105	30	...
	Shábjahánpur ...	Aided ...	14	...	238	238	217·	184·	...	3	146	85	4
	Pilibhít ...	Government ...	1	..	61	61	55·	54·	...	...	...	61	...
		Total, Government schools ...	25	...	556	556	537·	445·	...	...	181	375	...
		Total, Aided schools ...	57	14	1,153	1,167	1,093·	908·	...	59	397	707	4
		Grand Total ...	82	14	1,709	1,723	1,630	1,353	...	59	578	1,082	4
Allahabad.	Cawnpore ...	Government ...	6	16	99	115	99 68	97·11	.	...	115	...	...
		Aided ...	1	5	49	54	54·	43·46	...	54	...	...	...
		Total ...	7	21	148	169	153·68	140 57	...	54	115	...	...
	Fatehpur ...	Government ...	1	...	14	14	13·65	11·26	...	...	13	1	...
	Jaunpur ...	...	3	8	53	61	55	44	...	...	33	28	...
		Total, Government schools ...	10	24	166	190	168 33	152·37	...	...	161	29	...
		Total, Aided schools ...	1	5	49	54	54	43·46	...	54	...	...	...
		Grand Total ...	11	29	215	244	222·33	195 83	...	54	161	29	...
Benares.	Azamgarh ...	Government ...	3	11	78	89	79·	66·	...	...	62	27	...
		Aided ...	1	...	34	34	44	34	...	1	22	11	...
		Total ...	4	11	112	123	120·	100·	...	1	84	38	...
	Mirzapur ...	Government ...	3	...	74	74	76·	60	...	...	·73	1	...
		Aided ...	5	...	101	101	105·	97.	...	35	34	32	...
		Total ...	8	..	175	175	181·	157·	...	35	107	33	...
	Benares ..	Government ...	3	...	61	61	61·	50·	..	...	59	2	...
		Aided ...	5	...	520	520	567·	498·	...	58	365	97	...
		Total ...	8	...	581	581	628·	548·	...	58	424	99	...

FORM No. 5—*(continued).*

and Vernacular) for the official year 1880-81.

Number of scholars on 31st March, 1881, learning				*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Arabic.	Persian.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper primary school examination.	Lower primary school examination.
8a	8b	8c	8d	9a	9b	9c	9d	9e	9f	9	10	11	12	13
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
...	36	...	...	294	262	...	...	...	...	556	3 11 10	3 11 10	...	10
...	185	...	...	348	48	36	...	...	48	480	3 4 3	2 11 1	...	...
...	737	...	...	2,150	463	36	...	...	48	2,697	3 13 10	3 11 11	2	21
13	587	...	...	2,263	...	95	...	...	5,076	7,434	15 6 10	4 11 2	7	9
13	1,324	...	...	4,413	463	131	...	...	5,124	10,131	8 9 5	4 2 2	9	30
...	83	...	...	14	202	...	...	12	...	228	3 3 5	3 0 8	...	...
...	105	...	...	240	...	...	...	...	540	780	8 12 3	2 11 2	...	...
...	188	...	...	254	202	...	...	12	540	1,008	6 4 10	2 13 7	...	...
...	169	...	...	...	479	...	...	200	184	863	7 8 0	4 0 11	...	18
...	445	...	...	912	...	...	...	...	1,608	2,520	7 10 2	2 12 3	...	...
...	614	...	...	912	479	...	...	200	1,792	3,383	7 8 10	3 1 8	...	18
...	208	...	...	395	84	...	...	305	...	784	4 6 10	2 11 4	...	11
...	279	...	...	540	...	...	...	480	1,056	2,076	9 1 8	2 5 11	2	15
...	487	...	...	935	84	...	...	785	1,056	2,860	7 1 0	2 8 3	2	26
...	35	...	...	...	124	...	...	...	...	124	4 15 4	4 15 4	...	2
...	100	...	...	180	...	...	...	...	300	480	6 3 9	2 5 5	...	...
...	135	...	...	180	124	...	...	...	300	604	5 14 9	2 15 8	...	2
...	238	...	...	396	...	...	...	...	1,046	1,442	7 13 5	2 2 5	...	...
...	61	...	...	132	...	...	...	48	...	180	3 5 4	2 7 1	...	14
...	556	...	...	541	889	...	...	565	184	2,179	4 14 4	3 3 5	...	45
...	1,167	...	...	2,268	...	...	...	480	4 550	7,298	8 0 7	2 8 0	2	15
...	1,723	...	...	2,809	889	...	...	1,045	4,734	9,477	7 0 1	2 11 0	2	60
...	115	...	...	387	...	...	...	...	...	387	3 15 9	3 15 9	9	49
...	54	...	...	900	...	...	...	...	1,186	2,086	48 0 0	20 11 4	...	...
...	169	...	...	1,287	...	...	...	...	1,186	2,473	17 9 5	9 2 6	9	49
...	14	...	...	88	...	...	...	...	...	88	7 13 1	7 13 1	...	...
...	61	...	...	337	...	...	...	...	...	337	7 10 7	7 10 7	...	2
...	190	...	...	812	...	...	...	...	...	812	5 5 3	5 5 3	9	51
...	54	...	...	900	...	...	...	...	1,186	2,086	48 0 0	20 11 4	...	...
...	244	...	...	1,712	...	...	...	...	1,186	2,898	14 12 9	8 11 10	9	51
...	89	...	...	216	...	...	...	...	...	216	3 4 4	3 4 4	2	4
...	34	...	...	120	...	...	...	...	130	250	7 5 8	3 8 6	...	...
...	123	...	...	336	...	...	...	...	130	466	4 10 7	3 5 9	2	4
...	74	...	...	313	...	...	...	...	...	313	5 3 6	5 3 6	...	4
...	101	...	...	600	...	...	9	...	1,314	1,923	19 13 3	6 3 0	...	...
...	175	...	...	913	...	...	9	...	1,314	2,236	14 3 10	5 13 0	...	4
...	61	...	...	382	...	...	...	...	...	382	7 10 3	7 10 3	...	6
...	520	...	...	2,190	...	...	...	400	4,501	7,091	14 3 10	4 6 4	...	...
...	581	...	...	2,572	...	...	...	400	4,501	7,473	13 10 2	4 11 1	...	6

SUBSIDIARY

Statistical Return of Female Primary Schools (English

Division.	District.	Name or class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1881. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1881. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
1		2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
		Vernacular Schools—(concld.)											
Benares—(concld.)	Ghazipur ...	Government ...	3	...	67	67	55·	62	...	...	67	...	...
		Aided ...	1	...	39	39	39·	31·	...	39	...	...	...
		Total ...	4	...	106	106	94·	93·	...	39	67	...	...
	Gorakhpur ..	Government ...	2	8	44	52	42·	35·	...	...	52	...	...
		Aided ...	5	...	273	273	273·	241·	...	154	75	44	...
		Total ...	7	8	317	325	315·	276·	...	154	127	44	...
	Basti ...	Government ...	3	2	100	102	87·	74·	...	...	58	44	...
		Total, Government schools ...	17	21	424	445	400·	347·	...	...	371	74	...
		Total, Aided schools ...	17	...	967	967	1025·	901·	...	287	496	184	...
		Grand Total ...	34	21	1,391	1,412	1425·	1248·	...	287	867	258	...
Jhánsi.	Jhánsi ...	Government ...	1	...	21	21	22·	15·	...	...	21	...	...
	Jalaun ...	...	1	2	18	20	21·	16·	...	...	20	...	...
	Lalitpur ...	...	2	...	45	45	39·	28·	...	...	21	...	24
		Total, Government schools ...	4	2	84	86	82·	59·	...	...	62	...	24
Kumaun.	Garhwál ...	Government ...	4	1	187	188	127	98	...	...	188	...	...
		Aided ...	1	4	31	35	37	31	...	32	2	...	1
		Total ...	5	5	218	223	164	129	...	32	190	...	1
N.-W.P.	Grand Total, Government schools ...		111	128	2,472	2,600	2,549·01	2,063·29	...	...	1,998	578	24
	" Aided schools ...		100	137	2,948	3,085	3,088·50	2,508·36	...	693	1,236	1,151	5
	" Unaided schools ...		6	...	205	205	209·	168·	...	...	130	75	...
	Grand Total, vernacular schools, N.-W. Provinces ...		217	265	5,625	5,890	5,846·51	4,739·65	...	693	3,364	1,804	29
	Grand Total of English and vernacular schools, N.-W. Provinces.		229	420	6,375	6,795	6,776·51	5,618·65	227	1,370	3,365	1,804	29
		Oudh Division.											
Lucknow.	Lucknow ...	Government ...	11	64	257	321	310·	216·	..	...	47	274	...
		Aided ...	15	88	307	395	369·	285·	...	2	55	326	12
		Total ...	26	152	564	716	679·	501·	...	2	102	600	12
	Bara Banki ...	Government ...	1	2	21	23	21·	13·	..	...	...	23	...
Sitapur.	Sitapur ...	" ...	4	11	69	80	81·	61·	...	...	80	...	...
	Hardoi ...	" ...	10	17	221	238	242·	183·	...	...	167	71	...
	Kheri ...	" ...	6	12	136	148	154	105·	...	...	71	77	...
Fyzabad.	Bahraich ...	" ...	1	...	23	23	22·	12·	...	...	...	23	...
		Unaided ...	2	...	54	54	55·	42·	...	...	54	...	...
		Total ...	3	...	77	77	77·	54	...	...	54	23	...
	Gonda	Government ...	6	4	113	117	113·	75·	...	...	75	42	...
		Unaided ...	3	...	76	76	64·	50·	...	7	13	56	...
		Total ...	9	4	189	193	177·	125·	...	7	88	98	...

FORM No. 5—*(continued).*

and Vernacular) for the official year 1880-81.

Number of scholars on 31st March, 1881, learning				Expenditure.							Annual cost of educating each scholar.		Number passed.	
English.	Vernacular.	Arabic.	Persian.	Grants from provincial revenues.	Local rates or cesses.	Endowments	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper primary school examination.	Lower primary school examination.
8a	8b	8c	8d	9a	9b	9c	9d	9e	9f	9	10	11	12	13
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
...	67	...	...	318	...	...	...	24	...	372	6 0 0	5 9 10	...	19
...	39	...	...	120	...	...	...	...	120	240	7 11 10	3 13 11	...	...
...	106	...	...	468	...	...	...	24	120	612	6 9 3	5 0 6	...	19
...	52	...	...	264	34	...	...	...	...	298	8 8 3	8 8 3	5	13
...	273	...	...	504	...	...	63	120	1,866	2,553	10 9 6	2 1 6	...	...
...	325	...	...	768	34	...	63	120	1,866	2,851	10 5 3	2 14 6	5	13
...	102	...	...	374	...	...	...	...	...	374	5 0 10	5 0 10	...	5
...	445	...	...	1,897	34	...	...	24	...	1,955	5 10 2	5 9 0	7	51
...	967	...	...	3,534	...	...	72	520	7,931	12,057	13 6 1	3 14 9	...	...
...	1,412	...	...	5,431	34	...	72	544	7,931	14,012	11 3 8	4 6 1	7	51
...	21	...	...	60	...	...	...	...	...	60	4 0 0	4 0 0	...	...
...	20	...	...	86	36	...	...	...	...	122	7 10 0	7 10 0	2	2
...	45	...	...	38	...	...	...	131	...	169	6 0 7	1 5 9	...	...
...	86	...	...	184	36	...	...	131	...	351	5 15 2	3 11 8	2	2
...	188	...	...	433	...	...	...	...	...	433	4 6 8	4 6 8	1	...
...	35	...	...	400	...	...	...	...	676	1,076	34 11 4	12 14 5	9	4
...	223	...	...	833	...	...	...	...	676	1,509	11 11 2	6 7 3	10	4
...	2,600	...	...	7,726	1,422	36	...	900	232	10,316	4 15 11	4 6 11	28	233
13	3,078	...	...	9,905	...	95	72	1,150	21,400	32,622	13 0 1	3 15 2	18	28
...	205	...	...	...	...	...	...	150	880	1,030	6 2 1	.	.	.
13	5,883	...	...	17,631	1,422	131	72	2,200	22,512	43,968	9 4 5	4 0 3	46	261
639	6,566	...	37	29,567	1,422	470	13,122	3,304	34,375	82,260	14 10 2	5 8 2	105	386
...	313	16	24	2,619	212	...	...	...	...	2,831	13 1 9	11 1 9	...	14
...	395	...	...	1,578	...	...	.	...	1,991	3,569	12 8 4	5 8 7	...	21
...	708	16	24	4,197	212	...	...	...	1,991	6,400	12 12 5	8 12 10	...	35
...	23	..	...	158	...	...	...		...	158	12 2 10	12 2 10	...	...
...	80	...	...	191	73	...	.		...	264	4 5 2	4 5 2	4	3
...	238	...	...	198	709	...	...	...	40	947	5 2 9	4 15 8	23	44
...	148	...	...	186	99	...	.	...	252	537	5 1 10	2 11 5	2	10
...	23	...	...	97	...	...	...	..	2	99	8 4 7	6 1 10	..	
...	54	...	...	...	...	...	.	...	150	150	3 9 2	..	.	7
...	77	...	...	97	...	...	...	.	152	249	4 9 11	1 2 10	..	7
...	118	...	...	...	630	...	...	.	..	630	8 6 5	8 6 5	...	4
...	76	...	...	...	...	...	...	..	215	215	4 4 10		...	6
...	194	...	...	...	630	...	...	...	215	845	6 12 2	5 0 8	...	10

SUBSIDIARY

Statistical Return of Female Primary Schools (English

Division.	District.	Name or class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1881. In upper division	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1881. Europeans and Eurasians	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Rae Bareli.	Rae Bareli ...	Government	3	7	80	87	84·	61·	...	...	87	...	...
	Sultanpur ...	"	4	6	57	63	61·	49·	...	...	14	49	...
	Partabgarh ...	"	3	5	52	57	51·	41·	..	...	2	55	...
	Grand Total, Government schools		49	128	1,029	1,157	1,139·	816·	...	..	543	614	...
	" Aided schools		15	88	307	395	369·	285·	.	2	55	326	12
	" Unaided schools		5	...	130	130	119·	92	...	7	67	56	...
	Grand Total, Vernacular schools, Oudh ...		69	216	1,466	1,682	1,627·	1,193·	...	9	665	996	12
	Grand Total, English and Vernacular schools, Oudh,		74	236	1,875	2,111	2,027·	1,397·	55	116	767	1,156	17
Great Grand Total, English and vernacular schools, North-Western Provinces and Oudh.			303	656	8,250	8,906	8,803·51	7,015·65	282	1,486	4,132	2,960	46

FORM No. 5—*(concluded).*

and Vernacular) for the official year 1880-81.

Number of scholars on 31st March, 1881, learning				*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Arabic.	Persian.	Grants from provincial revenues	Local rates or cesses.	Endowments.	Fees.	Municipal grants	Other sources.	Total.	Total cost.	Cost to Government.	Upper primary school examination.	Lower primary school examination.
8a	8b	8c	8d	9a	9b	9c	9d	9e	9f	9	10	11	12	13
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
...	87	...	...	...	160	...	...	...	...	160	2 9 11	2 9 11	...	...
..	63	...	...	262	72	...	...	...	...	334	6 13 1	6 13 1	3	1
...	49	...	16	..	195	...	...	...	2	197	4 12 10	4 12 1	...	...
...	1,142	16	40	3,711	2,150	...	...	...	296	6,157	7 8 9	7 2 11	32	84
...	395	...	...	1,578	...	...	...	...	1,991	3,569	12 8 4	5 8 7	...	21
...	130	...	...	...	...	...	...	...	365	365	3 15 6	...	...	13
...	1,667	16	40	5,289	2,150	...	...	...	2,652	10,091	8 7 4	6 3 9	32	118
169	2,082	16	40	8,020	2,150	666	703	...	6 625	18,164	13 0 0	7 4 6	50	134
808	8,648	16	77	37,587	3,572	1,136	13,825	3,304	41,000	1,00,424	14 5 0	5 13 10	155	520

R. T. H. GRIFFITH,

Director of Public Instruction, N.-W. P. and Oudh.

SUBSIDIARY FORM No.

Statistical Return of Schools for Special or Technical Training for the official year 1880-81.

Division.	District.	Name or class of institutions.	Number of institutions.	Total number of scholars on the rolls on 31st March, 1881.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars, on 31st March, 1881. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Number of scholars on 31st March, 1881, learning English.	Vernacular.	Arabic.	Persian.	Expenditure. Grants from provincial revenues.	Local rates or cesses	Endowments.	Fees.	Other sources.	Total.	Annual cost of educating each scholar. Total cost.	Cost to Government.
	1	2	3	4	5	6	7a.	7b.	7c.	7d.	8a	8b.	8c	8d.	9a.	9b.	9c.	9d.	9e.	9	10	11.
																					Rs. a. p.	Rs. a. p.
	B.—Medical Schools																					
N. W. P. ...	Agra	Government ...	1	54	58	54	...	4	24	26	...	54	...	...	18,158	...	288	...	...	18,446	341 9 6	336 4 1
	D.—Normal Schools for Masters.																					
N.-W. P. ...	Meerut	Government	1	35	35	34	...	...	24	11	...	35	..	...	5,031	...	...	...	...	5,031	147 15 6	147 15 6
	Agra	Ditto	1	38	39	35	...	...	36	2	..	38	...	...	5,007	...	135	...	...	5,142	146 14 7	143 0 11
	Bareilly	Ditto	1	40	39	39	..	...	17	23	...	40	...	...	4,668	...	...	...	...	4,668	119 11 1	119 11 1
	Benares	Ditto	1	84	83	82	...	...	71	13	...	84	...	...	10,123	...	..	...	...	10,123	123 7 3	123 7 3
	Jhânsi	Ditto	1	15	14	13	...	...	14	1	...	15	...	...	1,798	..	...	...	...	1,798	138 4 11	138 4 11
	Kumaun	Ditto	1	15	15	14	...	...	15	...	...	15	..	...	1,811	...	...	...	...	1,811	129 5 8	129 5 8
		Total, N.-W. P. ...	6	227	225	217	...	...	177	50	...	227	...	...	28,438	...	135	...	...	28,573	131 10 9	131 0 9
LUCKNOW ...	Lucknow	Government ...	1	4	4	4	...	...	1	3	...	4	...	...	120	26	...	...	...	146	36 7 10	36 7 10
	Bara Banki	Ditto	1	7	7	6	...	...	3	4	...	14	...	...	240	356	...	...	...	596	99 6 1	99 6 1
	Unao	Ditto	1	9	10	9	...	...	9	...	...	18	...	9	240	411	...	...	...	651	72 6 2	72 6 2
SITAPUR ...	Sitapur	Ditto	1	13	13	13	...	...	11	2	...	13	...	8	240	477	...	...	...	717	55 2 2	55 2 2
	Hardoi	Ditto	1	8	8	8	...	...	5	3	...	16	...	8	120	224	...	...	...	344	43 0 9	43 0 9
	Kheri	Ditto	1	4	4	3	...	...	4	...	...	8	...	...	220	31	...	...	...	251	83 10 9	83 10 9
FYZABAD ...	Fyzabad	Ditto	1	6	5	5	...	...	3	3	...	12	...	9	187	228	...	...	...	415	82 15 7	82 15 7
	Gonda	Ditto	1	6	15	12	...	..	6	...	...	12	...	...	130	470	...	...	...	600	49 15 4	49 15 4
	Bahraich	Ditto	1	16	16	14	...	...	9	7	...	32	...	11	220	686	...	...	...	906	64 10 11	64 10 11
	Rae Bareli	Ditto	1	13	13	12	...	...	11	2	...	26	...	...	240	474	...	...	...	714	59 8 4	59 8 4
RAE BAREILI,	Sultanpur	Ditto	1	16	19	16	...	...	12	4	...	16	...	..	230	673	...	...	...	903	56 7 0	56 7 0
	Partabgarh	Ditto	1	10	8	7	...	...	9	1	...	10	...	8	240	341	...	...	...	581	82 14 10	82 14 10
		Total, Oudh ...	12	112	122	109	...	...	83	29	...	181	...	50	2,427	4,397	...	...	...	6,824	62 9 7	62 9 7
		GRAND TOTAL, N.-W. P. AND OUDH ...	18	339	347	326	...	...	260	79	...	408	...	50	30,865	4,397	135	...	...	35,397	108 9 3	108 2 7
	E.—Normal Schools for Mistresses.																					
N.-W. P. ...	Benares	Aided	1	68	71	70	5	63	...	...	68	68	...	...	1,920	...	120	663	2,647	5,350	76 6 10	27 6 10
OUDH ...	Lucknow	Government	1	12	13	11	...	...	...	12	...	12	12	2	223	24	...	...	...	247	22 6 4	22 6 4
	Sitapur	Ditto	1	3	3	3	...	...	3	...	...	3	...	...	...	...	...	...	23	23	7 13 4	...
	Hardoi	Ditto	1	2	2	2	...	...	2	...	...	2	...	...	47	120	...	...	...	167	83 9 3	83 9 3
		Total, Oudh ...	3	17	18	16	...	...	5	12	...	17	12	2	270	144	...	...	23	437	27 5 0	25 13 6
		GRAND TOTAL, N.-W. P. AND OUDH ...	4	85	89	86	5	63	5	12	68	85	12	2	2,190	144	120	663	2,670	5,787	67 4 7	27 2 2
	F.—Industrial Schools.																					
N.-W. P. ...	Gorakhpur	Aided male	1	45	45	40	...	45	...	...	...	45	...	...	240	...	...	...	180	420	10 8 0	6 0 0
	Benares	Do. female ...	1	83	84	83	6	77	...	...	Needle work, &c.				480	...	...	...	760	1,240	14 15 0	5 12 6
		Total ...	2	128	129	123	6	122	..	..	...	45	..	...	720	..	...	...	940	1,660	13 7 11	5 12 10
		GREAT GRAND TOTAL ...	25	606	623	589	11	189	289	117	68	592	12	52	51,933	4,541	543	663	3,610	61,290	104 0 11	95 14 1

R. T. H. GRIFFITH,

Director of Public Instruction, N.-W. P. and Oudh.

RESUMES OF, AND EXTRACTS FROM,

THE

REPORTS

OF THE

DISTRICT SCHOOL COMMITTEES,

NORTH-WESTERN PROVINCES,

For the year ending on the 31st March, 1881.

FIRST DIVISION.

DEHRA DÚN.—Secretary, Mr. Giles. "The event of the year has been the additional grant by Government of Rs. 1,000 for the establishment of halkabandi schools. This has been devoted to the opening of new schools at Thano in the Eastern Dún; at Ajabpur, Majra, Jassuwála, Dhakrani, Bhagwantpur, Horawala in the Western Dún; and at Negow, Korwa, Konain, and Koti in Jaunsar Bawar. These schools naturally do not show such good results as should be expected of those long established, but they have without doubt supplied a real want in the district, and the liberality of Government has not only provided schools where they were urgently needed, but, by enabling the committee to raise the pay of the halkabandi masters, has secured for the village schools a superior class of teachers whom it was impossible to attract as long as the masters' pay was little more than that of agricultural labourers.

"The pargana school at Sahuspur is not in a flourishing condition, and the committee fully agree with the recommendation of the Inspector that it should be reduced to the status of a halkabandi school, and the pargana school re-opened at Kalsi. The population of Sahuspur is agricultural, and the teaching of a halkabandi school would quite satisfy their requirements. Kalsi is a tahsíli town with some considerable trading community, and superior education would be more sought after and better appreciated there than at Sahuspur.

"In secondary education the results have been much better than in the preceding year. There were nine boys in the upper division, against four in the preceding year. They were all scholars at the Dehra Tahsíli School, and do credit to Alladia, the tahsíli school teacher, who has been promoted within the year from the 3rd to the 2nd grade. Two boys went up for the middle class examination, but neither passed. But another pupil went up for and passed the 2nd class standard at Roorkee. The smallness of the figures for the average number on the rolls, and the average daily attendance—4·41 and 3·03—is due to the promotion of five boys having taken place only in February, when the Inspector held his examination; for ten months, therefore, these boys are returned in the lower grade. The nine boys all study in the vernacular. Persian is studied by four boys, but not up to the standard of the 1st and 2nd classes.

"Primary schools have increased from 14 to 26, including the additional halkabandi schools started within the year. The numbers of pupils were—upper division 58, lower division 619, total 677—a great advance on the total 403 of the previous year, and this advance will probably be maintained as the pupils at the new schools progress. That so many of the halkabandi schools have but just been started partly accounts for the small proportion of pupils in the upper division, only 58 out of 677, while in the previous year 73 out of 403 were returned in the upper division; but the chief cause is that greater care has been taken in making the return accurate. It was found that many of the 73 boys included in the 3rd and 4th classes last year were scholars who had been three and four years on the rolls of the upper divisions and had really learnt nothing for some time back, but were kept on the registers by the masters and induced to attend school occasionally, to give an appearance of proficiency. These nominal pupils have now been struck off the rolls, and only boys really acquiring knowledge have been retained. Care is taken that no boy's name remains more than 12 months in any one class unless there are sufficient reasons for it, and the names of all boys leaving their villages for a lengthened period are struck off and again entered when they rejoin.

"The numbers passed by the upper and lower primary examination were 10 and 12, against 18 and 77 in the previous year. The falling off is only an apparent one. In 1879-80 all boys passing into both the 3rd and 4th classes were shown as having passed the upper primary examination; in the year under review only those who

passed into the 3rd class. Similarly, only those who passed into the 5th class are returned for the lower primary examination, instead of, as in the year before, all who passed into the 5th, 6th, and 7th classes.

"The Rájpur Town Fund School was, under the orders of Government that town funds were not to be devoted to educational purposes, broken up on the 1st May, 1880. The committee, however, replaced it by a new halkabandi school, and bought for Rs. 155 the building which was formerly used for a dispensary. They were fortunate in getting the opportunity of making so advantageous a purchase, and the school is a large one and in good order. Municipal contributions were as in the previous year. The Dehra Free School was scantily attended and the teaching was poor. Accordingly, with the sanction of the Director, the money paid by the municipal committee towards the free school was given to the Bengali school in Karanpur on condition that the promoters of that school should afford free tuition to the classes entitled to use the free school—an arrangement beneficial both to those interested in the Bengali school and to the free scholars. The scholarships are two in number and have been allotted to two boys of the tahsíli schools of poor parents. Both boys have gained promotion since the scholarships were allotted to them.

"The number of certificated teachers is 11 out of 22 in the School Fund. Four teachers presented themselves for the teachers' examination, of whom one passed in the 2nd grade.

"Two teachers were sent to the normal school at Meerut; one ran away and the other returns to his duties on the 1st June.

"During the year the American Mission school and the Bengali school at Dehra have done good service to education. An application was made to the committee to forward a prayer for a grant-in-aid to the latter institution, but the committee are of opinion that the higher educational needs of the town of Dehra are already sufficiently met by the aided Mission school, and assistance to the Bengali school would impair the efficiency of its rival. When, however, there is sufficient demand for two high class schools, the Bengali school may well be fostered by Government aid.

"The committee are well satisfied with the work done by Munshi Hori Lal, the Sub-Deputy Inspector, and venture to suggest that some allowance should be made to him for travelling expenses His circle of inspection has been much enlarged by the opening of the new halkabandi schools, and especially in the hills locomotion is difficult and expensive."

SAHÁRANPUR.—Secretary, Mr. F. H. Fisher. The present Secretary having had no personal knowledge of the schools of the district, the report is based on the statistics and information supplied to him. The attendance in tahsíli, pargana, and halkabandi schools has slightly increased, but there is a greater decrease in free schools, and, on the whole, there is a falling off of 80 pupils. Ten boys from the Orman School passed the Roorkee entrance examination, which speaks well for its efficiency. Four halkabandi and four free schools have been abolished on account of the withdrawal of the Town (Chaukidari) Fund contribution.

MUZAFFARNAGAR.—Secretary, Mr. W. Martin. There has been a slight improvement in the receipts from fees in tahsíli and pargana schools. In other respects the results for the year as regards these schools are much the same as for the preceding year. Six of the eight schools were visited either by the Joint Magistrate, Mr. Laidman, or by the Secretary, and all were examined by the Inspector.

The number of halkabandi schools has been reduced by 10, and there is consequently a slight decrease in the number on the roll; but there is some improvement in the average attendance per school and in the receipts from fees. Eighteen of the 111 schools were visited by the Joint Magistrate or by the Secretary. The late Deputy Inspector, through physical decrepitude, had allowed his schools to fall into an inefficient state; but his successor, Munshi Piari Lal, is an active man, who thoroughly understands his work, and much improvement may be expected under his supervision. Eight out of 23 candidates passed the middle class vernacular examination.

The two municipal English schools at Kairana and Kandhla—both of which have been visited by Mr. Laidman and by Mr. Martin—will for the present continue to exist, although they hardly appear to deserve the continuation of the municipal grants. The teachers have been admonished that they must show better results next year or the schools will be closed.

At the two girls' schools there is a nominal attendance of 32, against 39 of the previous year; but both of them are pardah schools, far from the tahsíl, and no proper supervision can well be exercised.

Two new school-houses have been built, and most of the schools injured by the heavy rains of last September have been repaired.

Twenty students have obtained Government employment during the year.

Twenty-nine small scholarships, tenable at the tahsíli school and the zila school at Muzaffarnagar, have been given from halkabandi funds, and on the whole the pecuniary encouragement to education seems sufficient.

The teachers are not so efficient as might be desired, and 42 of the number are uncertificated. Only two teachers were dismissed, both for repeated and prolonged absence without leave, but 39 were punished for misconduct and neglect of duty.

Urdu is taught in 79 of the 111 halkabandi schools, Hindi in 11, and both dialects in 21. Hindus are far more numerous than Muhammadans, but Urdu is the prevalent dialect.

Six meetings have been held. Native members express some interest in the proceedings.

The present Deputy Inspector, Munshi Piari Lal, is thoroughly qualified, and, since his appointment on the 1st of July last, has done his duty to the entire satisfaction of the committee.

The Officiating Commissioner, Mr. E. Colvin, says:—"Both he (Mr. Martin) and Mr. Laidman took much interest in their work, and their removal will be felt.....The figures do not show much improvement in attendance, &c., but I believe there was much good progress made."

BULANDSHAHR.—Secretary, Mr. Sanders. The total roll of pupils shows an increase of 320. The middle schools, tahsíli and pargana, are eight in number, as last year. The middle class examination was unsatisfactory, eight boys only having passed out of 30. The Collector, Mr. Growse, and the late Secretary, Mr. Barry, visited several of the halkabandi schools, and the Deputy Inspector visited them twice during the year. In the free primary schools the standard of teaching has been raised. The lower primary girls' schools are doing well. Of the holders of the 15 halkabandi fund scholarships, five read at the zila school and the rest in the tahsíli and pargana schools. There are also two scholarships from municipal funds, one being held by a boy at Aligarh Zila School. Raja Bakir Ali continues his subscription of Rs. 144 to the halkabandi school at Pandrawal, and Kunwar Mashuk Ali Khan has built a school at Rajghat.

The Collector, Mr. Growse, adds:—"At the beginning of the year the halkabandi schools were all divided into groups and placed, according to locality, under the charge of the Honorary Magistrates, who from time to time look after their repairs and also examine the boys, making such reports and suggestions as appear to them desirable. The arrangement has had a good effect on the management of the schools and on keeping both teachers and pupils up to their work."

ALIGARH.—Secretary, Mr. G. A. Tweedy. "The number of schools in the district, excluding the zila school and the Muhammadan college, on the 31st March, 1881, was 211, against 212 in the previous year; and the number of scholars on the rolls was 6,219, as compared with 5,281 in last year. The falling off in the previous year was owing to the sickness then prevalent in the district. Of the scholars who attended the schools 5,740 were Hindus and 479 Muhammadans during the year under report, against 3,639 Hindus and 1,642 Muhammadans in the previous year. The decrease in the latter was perhaps owing to the opening of a large number of private schools in the district."

Mr. Lang, the Collector, remarks:—"The increase in number of Hindu scholars is merely a gradual return to old number. In 1878-79 there were 6,590 Hindu scholars, and even more in earlier days.

"In 1879-80 the number of Musalman scholars was higher than in *any* former year; in 1878-79 there were 614 only. No satisfactory explanation is given for the falling off in 1880-81. Further enquiry has been ordered.

"Of those under instruction 149 learnt English, 6,188 vernacular, 21 Persian, and 10 Sanskrit. The average daily attendance at each school was 18·74. Of the total number of schools (*viz.*, 211), 80 were held in Government buildings, 48 in buildings for which rent was paid, and 83 in houses lent by the zamindars free of rent.

"Of the above schools 12 were transferred to localities better suited for them, and one was entirely abolished for want of attendance.

"The total expenditure during the year was Rs. 25,959-6-1, against Rs. 27,382-14-10 in the previous year.

"Of the sum expended during the year under report Rs. 22,634-14-8 were paid by Government, Rs. 267-6-2 were realized from fees, and Rs. 3,057-1-3 were contributed by the various municipalities in the district.

"The charge of the office of Secretary was held by Mr. Mulock till the end of December, 1880, and was only transferred to me from January, 1881.

"Several of the schools were inspected by Mr. Mulock during his cold-weather tour, and he reported unfavourably of one in the tahsíl of Sikandra, and the teacher was dismissed.

The work done by the Deputy Inspector of Schools was on the whole satisfactory.

"The number of teachers dismissed during the year was four, of whom three were discharged for absence from their schools and one on account of disqualification.

"The number of middle class schools is the same, *viz.*, 21, as in the last year.

"The number of boys who went up for the middle class examination was 56, of whom 23 were successful, against four out of 32 in the previous year.

"The want of success last year is perhaps attributable to the sickness which then prevailed.

"The increase in the year under report is no doubt partly owing to the good work of the Deputy Inspector of Schools and the teachers.

"There are 197 primary schools, of which two are Anglo-vernacular, six tahsíli, three pargana, six free, nine female, and 171 halkabandi schools.

"The actual expenditure on scholarships was Rs. 658-10-9 during the year under report, to enable boys of halkabandi schools to study at the tahsíli and zila schools.

"Of this, Rs. 404 were spent in zila schools, and the rest in tahsili and pargana schools.

"Thirty-six boys were employed in the public service by being brought on to the teachers' staff during the year under report. Of these 29 passed the prescribed middle class examination in the previous years.

"The actual expenditure on books was Rs. 594-14-6, as detailed below. :—

	Rs.	a.	p.
Cost of books for prizes	282	0	0
Ditto for use	312	14	6
Total ...	594	14	6

"The number of girls' schools was the same (9) as in the last year.

"These schools were inspected by the Deputy and Sub-Deputy Inspector during the year under report, and they report favourably of six."

Second Division.

Agra.—Secretary, Pandit Kedarnath. The increase of 222 boys in the vernacular schools and of Rs. 78 in fee receipts is attributed to the exertions of the new Deputy Inspector, Munshi Pransukh, who was transferred from Etáwah. The ratio of Muhammadan to Hindu boys is 1 to 23. Muhammadans are not numerous in the district, and they object to merely secular education. About 50 per cent. of the total number of pupils are the sons of zamindars and cultivators. The cost of secondary instruction in the vernacular schools is somewhat high, the average being over Rs. 27 per pupil. As the upper classes grow fuller the average cost will fall. Many of the schools were inspected by the English district officers and by the Secretary while on tour. The Deputy Inspector's supervision seems thorough and the Sub-Deputy Inspector performs his work satisfactorily. The number of middle schools is 13 against 8 last year, and the number of pupils has risen from 31 to 84. Eleven out of 12 tahsíli and pargana schools have now the full number of classes, as against seven last year. The result of the middle class examination was comparatively poor, only 11 candidates having passed, as against 27 last year. All of these schools except Pinahat have good buildings. The school-house of Senra was built by Bohra Mohan Lal, a member of the committee, at his own cost.

In halkabandi schools there is an increase of three schools and of 169 boys. Absenteeism without leave of the teachers is still common, and the tahsíldars have been requested to do what they can to put a stop to this evil. In the girls' schools no real progress has been observed. The Saiyam School is the best.

There is one unaided English school at Fatehpur Sikri, supported by the Dargahi fund. The number on the roll has increased from 16 to 26 and the tuitional status has improved.

Thirty-seven stipends of Rs. 2 a month are awarded to promising boys, who, after passing the Inspector's upper primary examination, continue their studies at middle schools.

Twelve of the passed candidates have been appointed to teacherships, but none have been provided for in other departments. If students who pass in Hindi were nominated to patwáriships it would be a great encouragement, but these appointments rest with the zamindars.

Farukhabad.—Secretary, Mr. Denniston. "*High school (zila school).*—This school shows 162 pupils on the rolls—an increase of 12 over last year's numbers. As the head-master, Pandit Baldeo Parshad, remarks, the school has been at a great disadvantage in consequence of the recent opening of two large English schools—the Arya Samaj and the Presbyterian Mission School. These supply education free, and the Arya Samaj supplies books also.

"It is creditable to the high school that it should have been able to hold its own fairly in respect of attendance under these somewhat discouraging circumstances.

"The high school has done well in the entrance and middle class examinations, and it is in fact the only school in the city of Farukhabad that seriously aims at passing boys at these examinations. The boarding-house is in a flourishing condition.

"*Tahsíli and pargana schools.*—The following shows attendance and so forth for three years :—

Year.	Number of schools.	Number of scholars on the rolls.	Average attendance.
1878-79	9	654	597·78
1879-80	9	616	470·08
1880-81	9	643	550·13

"It is evident that the schools are recovering their activity, which was paralysed by the fever of 1879.

"The statistics of the above schools have been watched during the year from month to month. There is nothing particular to record.

"The classification of the above schools for three years is shown below :—

Classification.

Year.	1st class.	2nd class.	3rd class.	4th class.	5th class.	6th class.	7th class.	Total.
1878-79 ...	21	43	54	67	97	129	243	654
1879-80 ...	31	35	60	66	90	108	226	616
1880-81 ...	38	47	67	69	113	106	203	643

"The increasing numbers in the 1st class and the diminishing numbers in the lowest class should be noted.

"The Inspector speaks well of all the above schools.

"The following shows statistics of attendance and so forth in halkabandi schools :—

Year.	Number of schools.	Number on rolls.	Average per school.	Average attendance.	Percentage of attendance to roll.
1877-78	120	3,829	31·90	3,418·96	89·29
1878-79	120	3,786	31 35	3,089·29	81 58
1879 80	121	3 618	29 90	2,606 42	72 02
1880-81	121	3,873	32·00	2,959 48	76 41

"The number on the rolls is higher than it has been for four years ; but the attendance is still low, though much better than in 1879-80.

"The following shows classification :—

Year.	1st class.	2nd class.	3rd class.	4th class.	5th class.	6th class.	7th class	Total.
1877-78	10	64	185	355	752	840	1,623	3,829
1878-79	14	68	205	419	760	815	1,505	3,786
1879-80	25	79	280	438	764	656	1,376	3,618
1880-81	48	71	321	508	807	699	1,419	3,873

"There are a number of boys in the lowest classes—6th and 7th ; but this is to be accounted for by the fact that an unusual number of the names in 1880-81 must be those of new boys or of boys whose education received a check in the fever season of 1879-80. (The schools were for a long time emptied then.) The number of boys in the lowest classes is much smaller than in 1877-78 and 1878-79. The committee continues the practice of calling to account every half-year all the masters who show any boys in the lowest class for a period of more than one year and a half. An explanation has to be furnished for each of such cases.

"With a view to judge of the progress made by the two above-mentioned classes of schools, tahsíli and pargana, and halkabandi, the results of the vernacular examination may be referred to.

"Taking all things together, this district must be considered to have done as well as any district in the provinces except Etáwah, and better than most districts.

"The above remarks conclude the subject of vernacular schools supported by Government, and the results may be considered sufficiently good. I regret that I cannot look forward to any very brilliant development of the work of the schools. The funds are insufficient to support either a sufficient number of schools or a sufficiently highly-paid body of teachers.

"It is not necessary to make many remarks upon the other kinds of schools, which are for the most part either few or not under the control of the committee. The aided English school of Fatehgarh is fairly well reported on by the Inspector.

"The committee has attended during the year to routine business, but has not framed any resolutions of a special character. The Subordinate Judge, Pandit Baldeo Parshad, and M. Fida Husain Sahib have attended meetings with great regularity and have attended closely to the despatch of business. The Deputy Inspector, Pandit Mulchand, continues to receive the full confidence of the committee. He is a very laborious, able, and conscientious officer."

MAINPURI.—Secretary, Mr. Percy Gray. "The meetings of the educational committee were on the whole well attended, though the private members apparently take little part in the educational work of the district beyond giving their attendance I have been satisfied with the work of the Deputy Inspector, Jamil-ud-din, and the Sub-

Deputy Inspector, Gopi Nath. They have made regular inspections of the schools of all kinds in the district.

"In consequence of the failure for a time of the rains last autumn the attendance in the schools fell off. The cause of this undoubtedly lay in the hardness of the times, when every hand was of use; and when on my tour last cold weather, the zamindars generally gave as the reason for slack attendence the fact that the boys were required for tending cattle and for field labour in general. On the whole the attendance for the year has been fair, and the number of boys on the rolls—if we are to believe the registers—has increased.

"To deal first with the middle schools: of these, 11 in number, five are tahsíli schools and the remainder halkabandi schools, teaching up to 1st and 2nd classes. Last year there were only two schools of this latter kind, and I am extremely glad to state that four new halkabandi schools have been added to the list of middle schools; these are the schools of Nagla Dhir, Khairgarh, Sarhupur, and Allahabans. The munbers on the rolls of these schools are 42, as compared with 25 last year (for seven schools only). This is a satisfactory increase, but it has led to a slight increase in the cost to Government, which amounts to Rs. 24-6-8 per head, instead of Rs. 18-2-1 in the previous year.

"Twenty boys went up from the schools for the middle class vernacular examination, of whom five passed in the second division and three in the third.

"I examined two of these schools during my cold-weather tour. I found the upper classes good on the whole, but the two lowest classes extremely bad. They were evidently neglected for the benefit of the higher classes. The percentage of these lowest classes is absurdly high: for instance, in the Bhongaon Tahsíli School I found 31 boys in the 7th or lowest class of all out of a total of about 50 on the rolls. As I had occasion to remark in my report last year, the teachers *will* not see the good of having all their classes of equal proportionate merit, because they are of opinion that their sole claim to promotion lies in their having a few well-read boys at the top of their schools, who may do them some credit in the vernacular examination.

"The condition of these middle schools is on the whole satisfactory, but there is plenty of room for improvement.

"There are 130 primary schools in the district, teaching up to the 3rd class. Of these one is an unaided school. The scholars number 3,792, to 3,453 (for 131 schools) last year. There is here, then, a decided improvement in point of numbers. I wish I could say the same as to condition. The cost to Government per head is Rs. 4-5-0, as compared with Rs. 3-10-8 last year. The increase is due to the fact that, by the order of the Director, local rates and cesses are now taken into account in calculating the cost, whereas last year this was not the case. The proportion of Muhammadan to Hindu boys is ridiculously small: there are only 207 of the former to 3,620 of the latter. The study of Hindi may therefore be said to be *almost* general, but there is an ever-growing desire amongst the zamindars and shopkeepers that their children may be taught Persian, but this want can in very rare cases be complied with on account of the dearth of Persian teachers.

"One hundred and thirty-four boys went up from these schools for the upper primary and 764 for the lower primary examinations: these are the examinations held annually by the Circle Inspector on his tour. The successes this year were 55 and 485 in the respective examinations; last year these were 64 and 498. There is here therefore a falling off, but I do not think the teachers try to induce their pupils to go up, for the simple reason that they do not consider the results of these examinations do any credit to *their* prospects.

"I examined 19 of these schools this year. The best I found to be Deohli and Allahabans (the latter I believe to be the best school in the district). Munshi Het Ram, Deputy Collector, examined also six of these schools and complained greatly of the slack attendance.

"As I had occasion to state last year, the great blot of these schools is the unequal distribution of the classes. I made a point of noting in my diaries the number of boys in the lower classes (the 6th and 7th) and the higher classes (from the 5th to the 3rd), comparing the number of these two *divisions* (I may so say). Of the 19 halkabandi schools I examined I find that the proportion of boys in the lower division is no less than 70 per cent. This is a glaring disproportion, but knowing well from experience the delight teachers take in swelling the numbers of their schools by bringing boys who know nothing because they are taught nothing, I was not surprised at the result.

"In one school I examined—namely, Barnahal—I found a serious falling off since last year. On calling for an explanation from the teacher, I was informed that the fault was not his, but was due to the fact that two vernacular or indigenous schools had been started in the village during the year, and his best boys had gone there for instruction. Comment on this was needless, and of course the teacher has been removed.

"There is undoubtedly a great call for better-paid teachers. The committee was addressed last year by the Inspector of the circle as to the feasibility of increasing the pay of the teachers, and the consequent closing of a certain number of schools, so as

not to exceed the budget grant; and the committee were of opinion that some 20 schools could be closed without any great inconvenience, and recommended four grades of teachers with pay at Rs. 12, 10, 9, and 8 respectively, and one grade of naib-teachers at Rs. 6.

"At present it is impossible to induce good men to become teachers. In dismissing one teacher for inefficiency, it is quite certain that his successor will be equally as bad, and thus one is led almost to despair of any improvement.

"Turning to the different subjects taught in these schools, I am glad to have to report that there has been considerable improvement in geography. This branch along with history (which is, by-the-bye, taught on no rational methods), indeed, forms what I might call the *extraneous* part of the halkabandi education; and I am always most careful to see that these two branches are not taught to the detriment of those three branches, of reading, writing, and arithmetic, which are properly regarded as the sole aim of elementary education.

"A suggestion which comes from Bijnor will be acted on during the coming year: the suggestion is that the copies of the three important papers which patwáris have to keep should form part of the curriculum of these schools.

"There are eight girls' schools in the district: three of these are on the Kuraoli Court of Wards' estate and receive partial aid from Government. There are 176 scholars in these schools. Last year there were seven schools with 142 scholars. There has been an increase here. There is also an increase in the cost to Government, *viz.*, Rs. 3-0-2 per head, as compared with Rs. 2-12-6 last year. These schools are fairly popular, but I think that the natives are only just taking to them, and, therefore, improvement in these schools may be looked for.

"The system of scholarships works well. There are twelve petty scholarships of Rs. 2 each, tenable at the halkabandi schools; and thirteen scholarships of Rs. 3 each open to halkabandi boys and tenable at the zila school; while the municipality further gives four scholarships, tenable at the zila school.

"Five teachers were dismissed during the year and 26 received rewards for good work. Five boys obtained appointments in the teaching staff during the year under report.

"The condition of the schools in this district may be considered as satisfactory on the whole. Improvements must necessarily come slowly in a department which cannot be supervised by European officials at *all* times of the year. The remedy lies with the people themselves. It is to be hoped that with the spread of education the advantages to result therefrom will appear, and once this is the case improvement may be slow, but it will be *sure*."

ETÁWAH.—Secretary, Mr. J. Nugent. "There has been no change in the *personnel* of the committee, the members of which continued to take their usual interest in the subject of education. The district was unfortunate in losing the late Deputy Inspector, Munshi Pransukh, who was transferred to Agra in July and was succeeded by Munshi Nannu Mal from Saháranpur. I have seen during the year, and for a short time during the cold weather of the previous year, a good deal of the work of Munshi Pransukh, and I do not think it would be just to him not to record the high opinion I have formed of his energy and ability. A Deputy Inspector has perhaps but too many inducements to shirk his work, knowing as he does how difficult it is to exercise any real supervision over it. But during the 22 years of Munshi Pransukh's incumbency he has always worked with zeal and judgment, and I think a good deal of the success which the district has always obtained may fairly be attributed to him.

"Pandit Sital Din, the Sub-Deputy Inspector, has been here for five years. He knows the schools and masters well, and his visits are frequent and supervision efficient.

"There are, besides the five tahsíli schools, 12 others which teach the middle class vernacular examination course; these consist of one municipal branch school and 11 halkabandi schools, one of the latter having risen to the middle class during the year. The number of boys who passed the middle class vernacular examination this year is only 20, as compared with 28 last year. But this diminution is common to all the districts of the provinces; and, taking the result of secondary education as a whole, there is no reason to be dissatisfied. Of the five tahsíli schools I have examined three. They are in a very creditable state of efficiency, and they did as well this year in the way of passing boys in the examination as in the previous year. The subject of the pay of the teachers of these schools has been lately considered by the committee, and proposals sent to the Inspector for transmission to the Director of Public Instruction.

"In two of the five schools the head-masters at present receive only Rs. 10 per mensem. Considering that the number of scholars in these three schools is no less than 175, the present remuneration is entirely too small. If the proposals of the committee are sanctioned, the pay of the lowest class of tahsíli school teachers will be raised to Rs. 12, while there will be one head-master at Rs. 20 and one at Rs. 15 per mensem.

"The chief work in this department during the year was to take steps for carrying out the proposals of the Inspector relative to the diminution of halkabandi schools and improvement of the position of the masters.

"I have examined 46 schools during the year, including many of those which have been closed. It will be seen that 17 schools have been closed since March, 1880, but of these eight were girls' schools which will be mentioned below.

"The condition of these schools is on the whole satisfactory: the teaching is fair, the supervision constant, and the registers kept up accurately and punctually. They have improved both in the number of pupils and efficiency as tested by the Inspector.

"I have mentioned above that 17 schools have been closed during the year. Many of these I have myself seen. Census operations prevented me from going about the whole district, but I was at least able to see all the schools in my own two tahsíls and several in the Etáwah tahsíl.

"One hundred halkabandi schools will be ample for the district. It is not a large one, and I have come across several instances in which two schools were unnecessarily near each other. The least successful of these pairs have been closed. It is not too much to expect a boy to walk a mile to the madrasa in the next village. In some instances the school of these pairs latest established is held in the zamindar's house, and in many is beneficial, if not altogether, at least principally, to him and his family. Most of the petitions, too, which are received for new schools specify the headman who can be appointed to the mastership, and emanate from a desire to do a good turn to a friend rather than from any particular yearning for education. In one large village where the attendance was very small the inhabitants were anxious that orders should be issued to enforce attendance. This, they said, was what Mr. Humé used to do, and the consequence was that in his time the school was a very large one. I believe that the impetus given then to education has carried the district on ever since.

"The buildings are mostly in good order. They are annually repaired by the masters themselves, and in most cases the money seems to have been spent honestly. They are nearly all connected with each other and the main roads by fairly wide roads. It is a pity that at least the more useful of these are not kept up. There are 88 school-houses in the district, all of which have been repaired. New buildings should be undertaken with caution, and not till experience has shown that the school is likely to be permanent. It often happens that the attendance after a year or two, and even longer, falls off to such an extent that it is necessary to abolish it. There is only one building at present in course of construction, and the school there has been established for four years.

"It is a pity, I think, that tahsíldars do not take a greater interest in education. I did not come across a single remark made by a tahsíldar in any of the inspection books which I have seen. Other officers, too, never appear to examine a school. I think there were only two visited by the Deputy Magistrates and others. Neither do any of the members of the committee assist in this respect.

"During the year eight girls' schools were closed. There were at the beginning eight halkabandi and five Government girls' schools. All but two of these have been done away with. I have visited three of them, and am certainly of opinion that it is anything but good policy to spend money on such institutions. They are no doubt of advantage to the master or mistress, who is invariably some one of a certain standing in the village. The teachers generally educate their own girls perhaps more carefully than they would otherwise do as show girls, but it is vain to hope that any real good can come of such schools for years to come. There was a girls' school in the city of Etáwah but two years ago, and it had to be discontinued for want of pupils. It appears improbable, therefore, that the small places in which girls' schools were retained could possibly really want them.

"There is no Urdu school in the whole district, though a petition for the establishment of one has lately been presented. There are, moreover, only 104 Musalmans among the 3,773 boys on the rolls of all the schools in the district; and, though in the city of Etáwah there are 8,945 Musalmans, there were only 11 boys of that persuasion in the municipal school. Last year there were 86 private maktabs in the district, of which 25 were in the city.

"During the year six students who have passed the middle vernacular examination were appointed to vacant patwáriships and ten to schoolmasterships. The total pay of these 16 men per mensem is Rs. 104.

"The census testers in some of the parganas were largely appointed from the pupils of the primary and secondary schools. When explained the work they did it very well. The census of Phaphund town, which contains 7,000 inhabitants, was taken entirely by the boys of the tahsíli school there and was very well done indeed."

The Commissioner adds that the Collector's attention will be called to the necessity of insisting on his tahsíldars interesting themselves in the welfare of schools and making frequent inspections.

ETAH.—Secretary, Mr. R. Hamblin. "As compared with the preceding year, an increase of 11 has taken place in the middle class vernacular boys' schools owing to the halkabandi schools of that description having increased from 8 to 19. This increase is very satisfactory. There was no increase in the number of tahsíli or pargana schools. The actual number of schools in the district has increased from 122 of the previous year to 127, the increase due to five new halkabandi schools being started. The

difference between the numbers 127 and 153 is owing to schools being counted both as primary and as middle class schools if they teach boys in classes above the 3rd.

"The number of students receiving instruction on the 31st March, 1881, was 4,232, as compared with 3,821 of the preceding year and 3,326 of the year before that, showing a steady increase.

"On the 31st March, 1881, the students on the rolls of middle class schools were 162, as against 85 of last year—a great increase. The average number on the rolls during the year was 154, as against 83 last year. The average attendance was 132, as against 65 of last year. All the figures show satisfactory increase.

"The three primary English schools show also an increase in number and attendance.

"There are 117 primary vernacular schools, of which 105 are halkabandi, 4 are tahsili, 3 are pargana, and 5 are municipal free schools. On the 31st March, 1881, the number on the register was 3,790, as compared with 3,491 of last year. The average daily attendance and number on the rolls also show a satisfactory increase.

"Of this number 3,790 on the rolls on the 31st March, 1881, 747 are classed as upper primary and 3,043 as lower primary, again showing increase over the respective numbers for last year, 562 and 2,929, a more than proportional increase having occurred in the numbers in the upper primary classes.

"There are seven girls' primary schools with a register entry of 185 on the 31st March, 1881, a slight improvement over last year.

"The following table shows clearly the general improvement:—

Class of school.	1879-80.		1880-81.	
	Number of schools.	Number of scholars.	Number of schools.	Number of scholars.
Tahsili ...	4	266	4	318
Pargana	3	183	3	184
Halkabandi	100	2,947	105	3,244
Municipal free	5	180	5	202
Female	7	171	7	185
English (municipal) ...	3	74	3	89

"The statement compares the numbers on the rolls on the 31st March of each year.

"The expenditure during the year was Rs. 14,909, as against an expenditure of Rs. 14,070 of the previous year. Out of this a sum of Rs. 12,787 was contributed from provincial revenue and local rates and cesses.

"The following table shows the comparative annual cost per student borne by Government, as well as the total annual cost as compared with the previous year:—

Class of school.	1879-80.		1880-81.	
	Total annual cost per student.	Annual cost borne by Government per student.	Total annual cost per student.	Annual cost borne by Government per student.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Vernacular middle class	24 8 1	14 12 9	20 8 10	20 3 0
English primary class (municipal)	16 5 9	*Nil*	17 1 8	*Nil*
Vernacular primary class	2 14 10	0 2 5	3 11 3	3 6 2
Girls' vernacular primary class	2 9 3	1 12 7	3 4 3	2 11 1

The apparent increase in cost to Government has been owing to the fact that this year the funds derived from local rates and cesses, as well as the grants from provincial revenues, have been directed to be included in Government expenses. Of course this course is the more proper. The addition of the Jalesar schools during the middle of 1879-80 disturbed this statement last year and renders comparison difficult between the two years. The annual cost per head differs very slightly from that of 1878-79. Another cause explaining the apparent increase per head is that this year the cost per head has been according to orders calculated on the average attendance, whereas last year it was taken on the average number on the rolls.

"The district has been very successful in the middle class vernacular examination. There were 47 candidates, of whom six passed in the 1st class, eight in the 2nd class, and six in the 3rd class—a result that compares very favourably with that achieved by any other district in the North-Western Provinces.

"The usual inspection of schools has taken place regularly during the cold weather by the officers in camp, and committee meetings have been regularly held in Etah and at each tahsil.

"Twenty students have obtained Government employ during the course of the year, the same number as during the previous year.

"The very satisfactory results of the year are due to the efforts of the Deputy Inspector, Ghafur-ud-din, and his Assistant, who deserve every credit for the position to which they have raised the district in the results of the middle class examination. This great success in the examination is the result of consistent work on their part during the year."

THIRD DIVISION.

MORADABAD.—Secretary, Mr. L. M. Thornton. "The changes are slight since last report, and there is little on which to remark beyond the general increase in the number of scholars. The free branch school at Hasanpur has been amalgamated with the tahsíli school, and the municipal free school at Dhanaura with the halkabandi school. A halkabandi girls' school has been opened at Nangaon.....The number of halkabandi boys' schools is the same as last year, but a few transfers have taken place. .....Measures have been taken to ensure the formation of a 3rd class in all the halkabandi schools of the district.

"In the tahsíli and pargana schools there is a uniform increase of the average daily attendance. In the halkabandi schools there is, as a rule, a slight improvement in the attendance since last year: but it is only slight, and in some there is a falling off. In last year's report the Secretary enlarged upon the severe effects of the epidemic, coming as it did so shortly after the famine year, and it is very possible that some of the schools have not yet recovered.

"With respect to inspection, no halkabandi school in parganas Bilari, Hasanpur, or Thakurdwara has been inspected less than twice by either the Deputy or the Sub-Deputy Inspector, nor any in Moradabad, Amroha, or Sambhal less than three times. Five schools in Bilari and four in Hasanpur have been inspected by the Secretary. The halkabandi girls' and the aided girls' schools have all been inspected at least twice.

"Besides a succession of Secretaries, changes have taken place in the controlling and also in the teaching staff. Munshi Zain-ud-din Hasan came as Deputy Inspector in April, 1880." He died in February, 1881, and the Sub-Deputy Inspector, Munshi Mannu Lal, was appointed in his stead, the Sub-Deputy Inspector of Muzaffarnagar, Munshi Janki Prasad, being transferred to fill Munshi Mannu Lal's place. In 1880 an exceptionally small number of students attended the middle class examination and only two passed. In the year under report the candidates were more numerous and their success greater, eight having passed.

"In the halkabandi schools the recorded inspections on the whole seem to show a general though slight improvement. As remarked above, they have scarcely got over the effects of the sickness yet. Twenty scholarships of Rs. 3 per mensem were sanctioned for this district for the year under report."

BUDAUN.—Secretary, Mr. C. W. Whish. "The total number of scholars is returned at 4,076 boys and 208 girls, the corresponding figures for last year being 4,025 and 209. The increase in roll numbers is not great, but there are reasons for the absence of exceptional progress. The year was not one of material prosperity: it was marked by the destructive cyclonic storms of September, 1880, which actually washed away and destroyed a large number of school-houses. Perhaps, however, the most pregnant cause of low figures has been the commendable refusal on the part of the Deputy Inspector to recognize mere paper students. As an old and tried officer of the department, the executive officer of this committee has been able to set his face in a fearless manner against false registration, and his example is worthy of imitation elsewhere. Taking the foregoing facts into consideration, it is perhaps to be wondered at that we have an increase at all.

"Last year I endeavoured to draw conclusions as to the educational status of the district by applying to it three other tests besides the foregoing, *viz.*, the percentage on the population of persons under instruction, the results of the examination, and the extent to which the village schools act as feeders to the superior class of establishments. This year we find the figures much the same as last, and the remarks of the report of 1879-80 are equally applicable now. The population of the district, as conjectured in para. 3 of last report, is now shown by the rough census totals not to have increased, and the number of students is only slightly larger. The utilization of scholarships also remains the same. The examination results show that a total of 10 pupils of Government schools and 2 others, 12 in all, passed, or 28 per cent. on 36 pupils.

"On the whole the results of the year afford more of encouragement than the reverse. Where the circumstances might have led one to expect falling off the *status quo* has been maintained, and in some directions there has been solid improvement

"The members of the committee are beginning to take an interest in educational matters and to examine the schools. A very little exertion on the part of the district officials would induce a number of new members, both official and non-official, to join the committee.

"I notice that in this district the Civil Surgeon and District Superintendent of Police are never members of the committee, whereas their presence would often be

productive of good. The provisions of G. O. (Circular) No. 77A., dated 31st October, 1877, suppose that the General Local Rates Committee appoints the educational as well as the other sub-committees; and if this was done, one or other of the officers named would be nearly sure to sit. But in this district the rules sanctioned by G. O. No. 25A., dated 9th February, 1877, are still acted on, and they seem to exclude the said officers. It is not clear whether the last-named rules are intended to be superseded by the October order or not.

"The system of tahsíli subordinate committees does not obtain in Budaun. It is perhaps one of doubtful utility, except as stirring up tahsíldars and others to take an interest in the department. Still it is worthy of a trial.

"The best thanks of the committee are due to the Revd. Mr. Hoskins for the assistance he continues to give as a non-official member of the committee.

"The Deputy Inspector has completed the supervision required of him in a full and most satisfactory way. He has seen a large number of schools more than the prescribed number of times. The favourable opinion entertained last year of Maulvi Muhi-ud-din continues to increase. In him the committee have most undoubtedly secured the services of a most valuable executive officer. Munshi Debi Parshad, the Sub-Deputy Inspector, is entitled to the favourable consideration of the committee and the departmental officers on account of his long and faithful services. He has several times acted as head of the office during his chief's absence, and is to all intents and purposes a duplicate Deputy Inspector. The committee will be very glad if he obtains promotion to the superior office.

"The zila school continues to be popular and to absorb the majority of the most promising students in the district.

"The only thing which suggests itself by way of improvement is the throwing open of the boarding-house to scholars reading at the tahsíli school. This subject will be returned to further on.

"Budaun is distinguished by the excellence of its superior schools. The city tahsíli school is a most flourishing institution, notwithstanding the deficiency of accommodation. I am glad to be able to report that the project for an addition to the building has gone up for administrative sanction, and it is confidently hoped that approval will be accorded. When the school-room itself has been made large enough to contain the whole number of pupils, a boarding-house would complete the requirements of the establishment.

"As the result of my own examination of the outlying tahsíli schools, I give Sahaswan the first place, next Bisauli, and lastly Gunnaur. Sahaswan is, I believe, the best school of the kind in the division. All three are capital schools.

"The Bilsi Town School is not in a very satisfactory condition. Both the pargana schools (at Ujhani and Islamnagar), however, are now flourishing. The improvement in Ujhani is most marked, and no doubt it is traceable to the stringent orders issued with regard to the school last year. The Islamnagar School has always been a first-rate one. I regret much that no opportunity of promoting the teacher has occurred this year.

"With the superior class now under consideration are included this year 15 halkabandi schools, against 16 last year. Before reducing the status of these schools, the committee were desirous that the present Deputy Inspector should make himself thoroughly acquainted with the circumstances and condition of all. Now that this has been done, one (Chittri) has already been degraded, and in all probability others will follow.

"The statistics of all the middle schools compared with last year are as follows:—

	1879-80.	1880-81.
Roll	1,885	1,383
Attendance	1,027	1,086
Passed pupils	13	10

"The slight falling off in roll is to be attributed to the closing of the Chittri School, and it will be observed that there is an increased attendance to compensate for this.

"The number of schools (85) of the lowest grade has been increased by one over last year's figure by the abolition of the Chittri Middle School referred to above. The committee have not yet completed the classification of lower schools suggested in last year's report. Now that the Deputy Inspector is thoroughly acquainted with all the schools, a rough division into 1st and 2nd class will be carried out.

"The statistics of roll and attendance applicable to the schools under consideration are given below:—

Past year, 1879-80 ...	roll 2,341,	attendance 1,648,	or 70 per cent.
Year of report, 1880-81 ...	" 2,431,	" 1,765,	or 73

"As the general result of my own examination of the primary schools, I cannot say that I consider their condition at all satisfactory. If one looks upon the condition of the district from an educational point of view with feelings of any complacency, they are usually founded on the examination of such capital schools as Saidpur and Dátáganj. But the last-named really ought not to be halkabandi schools at all, but be elevated into the status of pargana schools.

"I have nothing to add to the account given in last year's report of the miscellaneous educational institutions in the district, save that one municipal free school has been closed at Sahaswan and one additional girls' school opened at Usawan.

"The Anglo-vernacular school at Sahaswan still survives, and as regards the vernacular instruction it satisfies the requirements of inspecting officers. As to the English, the less said the better. A certain amount of tenderness is felt towards this school as the sole remnant in the district of a policy which is no longer in favour, and which has not revived, as its supporters seemed to expect it would under the present *régime*.

"It would be a pity if the school were closed, as it and its teacher are both popular, but it is useless to pretend that it has any effect on the study of English.

"Some instructions have been issued to the Deputy Inspector on the subject of scholarships since last report was written. He has been directed to prepare lists of pupils deserving of scholarships in order of merit and to make allotments from those lists. The first qualification is always made poverty. The full amount of Rs. 540 has been expended, and I only wish it could be doubled. Seven incumbents read in the zila school and 12 in the tahsíli and pargana schools, *viz.*, 6 in Budaun, 1 in Bisauli, 2 each in Sahaswan and Islamnagar, and 1 in Gunnaur. The municipal scholarships are now partly granted to the tahsíli schools. Bilsi Municipality makes no grant for scholarships. All the other municipalities contribute.

"Only 13 students are returned as having obtained employment in the public service, whereas in the two previous years 23 lads were thus rewarded. This may be regarded as an accidental falling off in numbers. There can be no doubt that the preference given in filling up vacancies to persons who have passed the examination is already acting as a stimulus to parents to send their sons to Government schools.

"First and foremost in the list of possible improvements comes the absolutely necessary one of reducing the number of over-ambitious village schools, and, with a proper system of rewards and punishments, forcing halkabandi schoolmasters to do their proper work of elementary tuition and to leave the annual examination alone. By rewards I would be understood to mean substantially good pay and an additional payment for results, and by punishment, transfer, degradation, and dismissal. Also it seems clear that hand-in-hand with the prohibition of high training in villages must go increased facilities for obtaining it in towns or at the district headquarters.

"I have only space to notice one more point in connection with the educational condition of Budaun: this is the lamentable decline in attention to the classical languages of Arabic and Sanskrit. It cannot be doubted that the unfortunate idea of making Hindi and Urdu count as different languages has had a great deal to do with this. There is not a single student in the whole district reading Arabic now, and Sanskrit is only nominally taught. The religious advantage of understanding Arabic does something to encourage the study of that language among Muhammadans, but the apathy of Hindus in regard to their own classics is most painful to behold. This apathy is encouraged by the Brahmins, much in the same way as the ignorance of the people was fostered by the monks in the dark ages of European history. How it is possible for Indian students to learn any language properly unless they study either the Indian classics or else English grammar is difficult to understand.

"A passing reference may be made to the want of physical, industrial, and technical training in Indian schools."

BAREILLY.—Secretary, Mr. L. M. Thornton. "There are ten middle class vernacular schools in the district. The five tahsíli schools are in good order except Aonla, where the reading and writing master of the first three classes has not been giving satisfaction. There are 124 boys. It is the largest school in the district and the teaching is inferior. I visited this school myself last month and found only 62 boys present, though the teacher had had some notice that I was coming. The Karor Tahsíli School is the best, and next to it that of Faridpur. The Mirganj Tahsíli School is held in Shahi. The school at the Baheri tahsíl is a primary one only; there is little demand for education and a number of rival private schools in the town, where Persian is taught in the native fashion. A better teacher, however, might improve the school.

"The Sirohi, Basdharan, and Padhera Middle Schools are not in a satisfactory state. Those of Antpur and Gaini are doing well. I saw the last-named myself in February and thought it quite satisfactory.

"There is one girls' school in the district at Lilour. This was well reported on last year, but was found very deficient in November last, though the attendance appears still to be fair. There is one subscription primary school at Kudha, supported by contributions from the holders of rent free-land granted by the zamindars for that purpose.

"There are 104 primary schools, *viz.*:—

Karor	... 17	Aonla	... 22	Mírganj	... 12
Faridpur	... 18	Nawábganj	... 13	Baheri	... 22

"Mr. Stack thought very highly of the school at Atorchhendi in Aonla, and since February, 1881, it has been raised to a middle school. He had made the experiment

of putting in as teacher (on the death of the old one) a young Thakur, son of one of the zamindars of the village. This teacher has read up to the entrance examination, which he wishes to pass next year. The village being inhabited mainly by Thakurs, the appointment has proved very beneficial to the school so far.

"The best halkabandi schools are those in Aonla; of Atorchhandi, Basharatganj, Balia, and Darabnagar in Karor; of Chaubari, Ata, Fátán and Surla in Mírganj; of Gora, Narkhara, Sindholi Mirganj, and Nansana; in Baheri, Rampura. As for the rest, the teachers are frequently absent without leave, and the roll does not represent the number of boys really attending. Whenever a school is visited without notice, the probabilities are that either the teacher will be found absent or the number of boys present very small, the average being about 14 boys. The style of teaching is not good. Reading is frequently a mere gabble, and the boys do not understand the meaning of the harder words.

"Geography is generally a weak point. A new map of Asia and a new map of the district have been furnished within the last two years, the latter having been printed from the *Gazetteer* at Mr. Stack's suggestion. The teachers never think of combining history with geography, or pointing out on the map the names of places mentioned in the history lesson. The boys learn their geography very much by rote.

"Arithmetic, Mr. Stack says, is the thing best taught, and the one subject which promises to be really useful in after life to the boys. I did not think the arithmetic brilliant in the Aonla schools which I saw. I always set sums decidedly below the standard, and they were almost always slowly and often incorrectly done. Deputy Inspector also reports ill of the arithmetic in that tahsíl. In the others it is apparently better taught.

"Mr. Stack considered the Persian text-books very bad. He says the *Rugaat Alamgiri* should not be used at all. Unfortunately the teaching of Persian in this vicious and preposterous style is often a necessity to the existence of the school. Parents like their boys to learn flowery phrases like parrots, and will take them away if they are not so taught.

"During February I visited about a dozen of the Aonla schools. Deputy Inspector had been over the tahsíl the preceding month and had not reported favourably. What struck me most was the disproportionate number almost always found in the lowest class, being frequently three-fourths and sometimes five-sixths or more of the whole.

"The Fatehganj East and Pachoni Schools in Faríd pur require special attention. Both should be large schools, but owing to the intrigues of the dismissed teachers both are in a very unsatisfactory state.

"There are 63 certificated teachers and 75 uncertificated, of whom, however, nine have passed the middle class vernacular examination.

"The Deputy Inspector, Kishun Lal, came here on the 1st November last on the decease of Agha Ali; he was record-keeper to the Director of Public Instruction. He seems to be able and energetic and he knows English, which is a great advantage. Two teachers (*viz.*, those of Aliganj in Aonla and Sheopuri in Farí pur) have been recently dismissed for misconduct discovered by the Deputy Inspector. Both men had cut a piece out of their inspection-books: the former had cut out some remarks of the tahsíldar blaming the teaching in the school; the latter had cut out a detail of repairing expenses entered as necessary by the Sub-Deputy Inspector, and rendered a very questionable account of the money. Such offences, if frequent, would render inspection-books quite useless, and it is important that the native officers should always show equal quickness to detect and report."

SHÁHJAHÁNPUR.—Secretary, Mirza Muhammad Aliján. Nágari is studied more than Urdu, as patwári's work and much private business is carried on in the Hindi dialect, and moreover the Hindu population outnumbers the Muhammadan.

The middle class schools are 10 in number, 5 of which are halkabandi schools.

In the primary schools the attendance is not as good as it should be, the boys of cultivators' families being generally employed, more or less, in labouring in the fields.

The Sháhjahánpur Tahsíli School has improved under the management of a new teacher; but a better building in a more suitable place is needed.

There are now 14 aided girls' schools under the management of the American Mission, 12 of which are in the city and 2 at Khera Bajhera. There is thus an increase of 7 schools and 85 girls. Great attention is paid to these schools by Dr. and Mrs. Johnson.

In the municipal free school the decrease in the roll number and in the average attendance is attributed to the change of the teachers and to the outbreak of cholera in July and August.

Seven students of the tahsíli and pargana schools have obtained employment as *patwáris* and halkabandi teachers.

PILIBHÍT.—President and Secretary, Mr. R. S. Whiteway. "Since the last report was written the boundary of the district has undergone change, Baheri having been transferred to Bareilly and Bisalpur received from that district. This exchange was effected in July, 1880, and resulted in a net decrease of 10 in the number of schools.

"There have been three meetings of the committee during the year. At the end of July, 1880, the former Deputy Inspector of Schools, Fazl-ur-Rahman, was transferred to Bijnor, and Karamat Ali, late head Maulvi of the Bareilly College, appointed to succeed him. It is hoped that no other change may be in contemplation.

"There are 1,855 scholars in the 46 schools, or an average of about 40 on the books of each school; the average last year was 36: the relative numbers have increased therefore. The average attendance on each day was 1,464, or 32 per school. I have not the local knowledge which would enable me to say whether this average attendance is an actual average or the result of incorrect registers.

"The report of last year explained the reason of the backwardness of this district in educational matters, and it cannot be expected that for some time the progress will be very rapid, and in fact the class of people found chiefly in the district is not one that naturally feels the need of education. I have hopes that the energy of the present Deputy Inspector may effect some improvement.

"The 11th paragraph of last year's report is devoted to the school of Pilibhít, and from what I have seen of that institution I can endorse the praise there given to it. The total number on the books at the examination by the Inspector was 221, as against 223 last year; of those about one-third learn English. The status of the English department has been raised during the year by the appointment of a second master on Rs. 30 per month, and there are good hopes of excellent results from the addition to the staff.

"In addition to the above there is a girls' school in Pilibhít with 61 girls on the rolls. I believe that this school was found very efficient by the Inspector at his yearly examination."

FOURTH DIVISION.

CAWNPORE.—Secretary, Mr. C. D. Steel. "*Halkabandi schools.*—There are 166 of these schools in this district, of which 21 teach up to the 1st class, *i.e.*, afford a secondary education It will be noticed that these numbers correspond with those of last year. The number of pupils attending these schools has, however, gone up 202 during the year under report, the total attendance being 5,438, as against 5,236 during the year 1879-80, or an average to each school of about 33 boys. The sum of Rs. 17,113 was expended as pay of the halkabandi school teachers, the sanctioned amount being Rs 17,688. The Rs. 575 were saved in consequence of fines imposed on the teachers, and also from temporary vacancies in the schoolmasterships. Something is saved in this way every year. Sanction has been obtained to a proposal of the committee to expend yearly Rs. 336 of these savings by making a grant in aid of the divisional normal school to be established at Allahabad.

"The average pay of a halkabandi teacher in this district is Rs. 7-7-0, which is certainly not low for the work they have to do, when we consider the small attainments necessary for a village schoolmaster. Considerable difficulty, however, is found (says the Deputy Inspector) in finding sufficiently good men to fill these posts. The cause is probably the great demand for clerks in consequence of the great trade of Cawnpore city.

"Eight schools were transferred during the year under report. With the exception of one, they were all re-established in some place within the same tahsíl. The seventh was re-established, but in a different tahsíl.

"With the halkabandi schools may be mentioned the *municipal schools* at Cawnpore, the *Persian schools* and the *girls' schools*. Of the first there are four in Cawnpore itself. The number of pupils at present on the rolls is 190. The cost of these schools during the past year was Rs. 685; each of them has a teacher and an assistant teacher. The Persian schools are two in number, at Akbarpur and Derapur. They teach only up to the 4th class. Eighty-eight pupils attend there. These are entered in Schedule General Form No. 2, column 7. Not having visited these schools I can't say anything about them, but I don't think they should in any case be allowed to supersede an ordinary halkabandi school. If parents want to have their children taught Persian they should pay for it.

"There are six Government girls' schools in the district. They are five of them in tahsíl Shurajpur and one in Rasúlabad. A great deal of good is done in this way by Chaubo Sadhari Lal of Shiuli, an Honorary Magistrate of Cawnpore, who takes a great interest in the girls' school at his own village and in education in general. There are said to be 118 girls in these schools and Rs. 426 were spent on them out of Rs. 429, the amount sanctioned.

"*Tahsíli and pargana schools.*—There are nine of the former and three of the latter in this district. Two of these (those at Bilhaur and Narwal) are probably as good educational establishments as any of their class in these provinces. The total expenditure on these schools was Rs. 3,216 (including house-rent Rs. 30, and contingencies, Rs. 267). The number of scholars was 631, or an average of 52.

"At the middle class vernacular examination held in November last 12 boys passed from this district, among whom was Jahan Singh, a pupil from the

halkabandi school at Mangalpur, whose name appeared at the head of the list for the whole of these provinces. Last year only seven boys passed. Of the twelve who passed, four came from the tahsíli schools, one from a pargana school, and seven from the halkabandi schools. Of the latter two boys each passed from the schools of Mangalpur and Dalipnagar, a fact extremely creditable to the masters. Jahan Singh abovementioned is now studying at the high school at Cawnpore. Twenty-eight boys from the schools have been appointed as masters and assistant masters in Government schools.

"The increase in the pay of tahsíli and pargana school teachers has given general satisfaction, and opportunity has been given thereby of rewarding some very deserving men in this department. The committee have caused it to be generally understood that these increased allowances are not attached to any particular school, and that in case of any teacher's falling off in his work, his extra allowance will be given to some one else. This will keep the masters up to their work. The argument above used in the case of halkabandi school teachers, *viz.*, the very limited accomplishments required from them, does not apply to the tahsíli teachers. Pay of Rs. 20 a month is a sum really worth having, and I don't think we shall have any difficulty in filling up these posts now

"The sum of Rs. 1,150 has been spent this year in building seven new school-houses (Kaindha, Bareye, Daheli, Nunari, Saibasu, Maharajpur, and Lálpur) and Rs. 1,109-13-7 on mending the existing schools. The sanctioned amount for both these objects was Rs. 2,262. The school-houses abovementioned are not yet ready for occupation. Some may be, but their completion has not yet been reported by the tahsíldars through whom this work is carried out.

"Only Rs. 548-1-9 were spent out of the Rs 800 allotted for scholarships; but the number of scholarships has lately been largely increased, so that it is likely our full allowance for 1881-82 will be expended. These new scholarships commence from 1st April. Formerly no scholarships were given at the tahsíli and pargana schools. This year out of the Rs. 800, Rs. 400 were allotted to the zila school, Rs. 400 to the tahsíli and pargana schools. At the zila school only Rs. 260 have been spent. For the tahsíli and pargana schools nothing was spent until October last. Since then there have been nineteen scholarships there, and the sum thus spent is Rs. 197-5-9. From 1st April arrangements have been made to give seven scholarships of Rs. 2-4-0 per month and eight of Rs. 2."

FATEHPUR.—Secretary, Babu Kali Charan Banerji. "The committee held six meetings during the year.

"The boarding-house attached to the zila school is managed by the 3rd master of the zila school, who takes proper care of the boarders, who enjoyed good health throughout the year. But the unsuitableness of the building was much complained of by the Inspector last year, and no measures have since been taken to remove the defects The municipal committee here always lends a helping hand; but the rebuilding of the boarding-house would cost much more than the municipality could afford to contribute.

"The number of middle schools was nine, against seven in last year. They comprise six tahsíli, one pargana, and two halkabandi schools, and contain 48 pupils, with an average daily attendance of 45·24, against 31 and 25·03 respectively in the previous year. Of these 48 pupils 32 belong to the tahsíli schools, 4 to pargana schools, and 12 to halkabandi schools. Of these 16 were sent up for middle class examination, but one only has succeeded in passing that examination The successful student who passed in the 3rd grade is now appointed a naib-teacher in the tahsíli school, Mandwa.

"In the 112 primary schools of the upper division are included six tahsíli, one pargana, 103 halkabandi, and two municipal schools, of which the tahsíli schools contain 89 boys, the pargana school 14, the halkabandi schools 933, and the municipal schools 19, making up the total number of 1,055 scholars. There are 2,787 boys in the lower division, chiefly in halkabandi schools

"The number of girls' schools was the same as last year, but there was a slight increase in the number of the pupils, *viz*, 14 against 12 in last year. The decrease in the expenditure of this school in the year under review, *viz.*, Rs. 88, against Rs. 132 in the previous year, is attributable to the reduction of pay of the teacher for want of improvement of the school, which has since been abolished as unnecessary.

"The schools inspected by the Inspector during the year were as follow :—

Tahsíli schools	6
Pargana school	1
Halkabandi schools	64
Municipal ,, ...	2
Total ...	73

"Of these 73, 13 schools were favourably reported on and their teachers recommended for promotion. Of nine schools the teachers were recommended for reduction, of two to be fined, and of 19 for dismissal. The Inspector's recommendations have received due attention by the committee, except in two cases of dismissal. Of the seven schools proposed by him to be abolished five have been abolished, and two schools were

abolished in lieu of those proposed by him ; four other schools have also been abolished on the recommendation of the Deputy Inspector, and thus the total number of halkabandi schools in this district has been reduced to 100.

"It is a great pity that, owing to the inefficiency of the teachers of this district, the schools have not progressed so well as they should have.

"The Deputy Inspector is a man of the old school. He is no doubt an experienced and hard-working officer, but I regret to say that he has not as yet been successful in placing the schools of the district on a proper footing. The Sub-Deputy Inspector is also an able and useful man."

BÁNDA.—Secretary, Mr. Miller. "At the end of the year there were seven tahsíli and two pargana schools. The tahsíli school at Luktura was closed on January 1st, and the schools of Bhaunri and Sihonda have been transferred to Karwi and Bisenda during the year.....The Bisenda and Karwi Schools are better attended than the schools they supplanted, but the attendance at them has not been great enough to counterbalance the loss of Luktura.....The decrease in other schools may perhaps be due to the fact that registers are now kept more correctly than formerly. At the middle class examination only two out of 17 boys passed, while last year of nine sent up four passed. The Bánda Tahsíli School is well managed. Of the rest one is good, two fair, four tolerable, and one bad.

"As there has always been a difficulty in getting efficient teachers for the halkabandi schools, the number of schools has been reduced from 147 to 125 and new rates of pay have been introduced. It is hoped that the increased pay will lead gradually to the existence of a superior class of teachers, but the expected improvement has not yet had time to manifest itself, and the difficulty of obtaining competent men is still felt. Mr. Dodd, the Inspector, examined 121 schools, and his opinion of their state was very unfavourable. Mr. Rose examined eight schools, and Mr. Bird all the schools of one tahsíl. The school-houses are kept in proper repair by the tahsíldars, who are responsible for their condition. The building of four new schools has been taken in hand within the year.

"There are now 74 certificated and 85 non-certificated teachers in the district. A sharp look-out is kept on the teachers to prevent their absenting themselves without leave, and there is less misconduct in this respect than there used to be. There were six meetings of the committee during the year, at which the average number of members present was 9·5."

HAMÍRPUR.—Secretary, Mr. W. Impey. "The total number of schools under the management of the committee during the year were 90 ; of these 10 were middle schools, 79 primary boys' schools, and one girls' school. The girls' school, however, was closed shortly after the commencement of the year. The total number of schools is less than that of last year, but, as mentioned in last year's report, it had been resolved to reduce the number of schools in order to increase the pay of the teachers, and this resolution was carried into effect during the year by the closing of 12 schools.

"There were 88 boys on the rolls of the middle schools, *i.e.*, in the 1st and 2nd classes, and 3,400 on the rolls of the halkabandi schools and in the lower classes of the tahsíli and pargana schools.

"The building of four new school-houses—Bhamai, Behuni, Jerha, and Bamhori—was completed during the year, but no new ones were commenced, as the committee have resolved to build no more school-houses unless the permanency of a school in the village where the house is required is established beyond all doubt.

"Committee meetings were held as usual in the hot weather ; in the cold weather the distances are so great from headquarters that it is seldom possible to convene one.

"I examined a considerable number of schools myself during my cold-weather tour.

"The tahsíldars occasionally did good service by visiting schools unexpectedly, when it was frequently found that the attendance was extremely small.

"Mirza Kaisar Bakht continued as Deputy Inspector during the year. He has abandoned his wish for an appointment in the Revenue Department, and has, I think, worked with more energy in consequence and taken a greater interest in the schools which he has to examine. In submitting proposals to the committee for the transfers, promotions, &c., of the teachers sufficient attention was not paid to the recommendations of the Inspector, but this will be remedied in future.

"Nauroz Ali was Sub-Deputy Inspector during the year : he is active and energetic, and I was satisfied with his work.

"The 10 middle schools consisted of five tahsíli, two pargana schools, and three halkabandi schools, which teach up to the middle standard ; of these three, one (Jaitpur) has been attempting the middle standard for the first time. Nine boys passed the middle class vernacular examination : four from Rath Tahsíli School, two from Maudha Tahsíli School, two from Kharaila Pargana School, and one from Karara Halkabandi Middle School. Judged by this standard and by the results of the ordinary examinations which have been held, it appears that the improvement which the Inspector noted last

year has been as a rule maintained. The Rath Tahsíli School is considered by the Inspector to be the best in the division. The master, Sultan Khan, has been promoted and receives high pay, but still wishes to be transferred.

"There was a question whether the three halkabandi schools should be allowed to continue to teach up to the middle standard, but the Inspector, after examining them, has not recommended their reduction, and one of them has succeeded in passing a boy for the middle class vernacular examination, and is a really good school, so they will continue as before for the present.

"There were 79 primary schools in the district, of which 72 were halkabandi and seven consisted of the lower classes of the tahsíli and pargana schools. With a view to the improvement of the schools, their number was reduced from 84 of last year to 72. It was found impossible to get teachers of capability and worth at the low rates of pay that formerly existed. There were a number of bad teachers with bad schools who came up for their examinations as a matter of course every year, invariably failed, and returned to their schools, to carry them on in the same inefficient manner as before. The worst men have been dismissed, and it is hoped that, while the number of schools is less, their efficiency will be proportionately increased, and that instead of a large number of schools containing many very inefficient ones we shall have a small number of fairly efficient schools. The rates of pay of the teachers have been raised as far as the money saved by the disestablishment of 12 schools would allow, and the number of teachers drawing less than Rs. 7 per mensem has been reduced to as few as possible.

"Even with the increased rates of pay it is very hard to get competent teachers. There are none to be found in the district itself, and very few outsiders are attracted. To obviate this the committee have subscribed for extra scholarships in the new Allahabad Normal School which is to be opened, and it is hoped that a supply of capable teachers will thus be obtained.

"Including assistant teachers, there are at present 15 uncertificated teachers in the district, six of whom have been excused examination owing to the efficient state of their schools.

"As this is my first year in this district, I am unable to compare the state of the schools from personal knowledge with that of last year; but I am glad to find from the Inspector's remarks on the examination of the schools that on the whole he considered there had been a decided improvement. With a smaller number of schools the Deputy and Sub-Deputy Inspectors have no doubt been able to examine them more thoroughly and pay greater attention to them individually, and the teachers have been kept more up to the mark, while the numerous dismissals of bad teachers have probably served as a warning to the others and a stimulus to exertion in order to avoid a similar fate.

"The girls' school at Rath and the aided girls' school at Maudha were closed last May, as they were failures and not worth the money spent on them, especially the latter, which the Inspector characterized as an imposture and fraud.

"There were 32 scholarships of Rs. 2 monthly given during the year to boys at the middle schools and one to a boy at the zila school. Few (if any) boys come from the middle schools to continue their studies at the zila school.

"Eighteen boys educated at schools in the district obtained employment during the year at salaries ranging from Rs. 4-8 to Rs. 8. We are only too glad, in default of better, to employ boys who have passed the middle class vernacular examination as teachers in the schools, and posts are invariably given to those who are willing to take them."

The President, Mr. Twigg, adds:—"The changes made according to a resolution passed at the beginning of the year are extremely important. An increased scale of pay for village teachers was rendered necessary by the universal dislike of strangers to serve in Bundelkhand, and among the inhabitants few are found qualified

"Tahsíldars are now required to move about their parganas and supply notes of what they see. This has probably assisted in the better results obtained by the inspecting staff, who have been really active this year.

"The number of middle class scholars has more than doubled this year. The increase, amounting to 48, comes in part from the establishment of a new school at Jaitpur, and the rest from reclassification effected by the Deputy Inspector on the Inspector's recommendation, according to which 42 boys were promoted.

"The gradual extinction of female schools, now complete in this district, has been a natural process as their maintenance was an artificial one. In the one small town of Maudha there used to be no less than five female schools subsidized by Government, but depending essentially on the influence conscientiously exerted on their behalf by the tahsíldar, Ahmad Ali Beg. It was, as many suppose, a mistake thus to thrust on the lower classes a reform which must probably begin with the higher, and yet has hardly found a footing there; so the movement died with Ahmad Ali. I make this reference as the apparent success of the Maudha schools was quite remarkable, and now in the whole district there is not one."

ALLAHABAD.—Secretary, Mr. P. Wheeler. "Mr. Thomson held the office of Secretary to the committee till the end of February, when he left for England on furlough, and it devolved on me. There have been no changes amongst the subordinate inspecting officers. The committee has regularly met once a month for the despatch of business. In ordinary meetings the only persons present were the Deputy Inspector and the Secretary, and the tahsíldars attended the meetings when any important business was transacted.

"Under Mr. Thomson great reforms were introduced into this district. Schools which were such but in name were closed, useless and incompetent teachers were weeded out and replaced by certificated and otherwise qualified men. School registers encumbered with fictitious names were cleared, the collection of tuition fees in the primary classes of tahsíli schools was discontinued, the scale of salaries of teachers was revised, and every encouragement was given to steady honest workers.

"The free municipal schools of the city, managed by certain municipal members, were put under the supervision and management of the District School Committee in February. The Deputy Inspector's proposal for the re-organization of these schools has received the attention of the municipal committee. If they are to be upheld, more money for them should be sanctioned; else they should be combined into one central middle school.

"There were three girls' schools last year, which, being failures, were closed at a general meeting of the committee.

"At the end of March the number of Government institutions under the supervision of the committee was 140, which is made up of 1 pargana, 8 tahsíli, 126 halkabandi, and 5 municipal schools. There are also three schools aided by Government. Of the Government institutions 75 teach Urdu, 57 Hindi, and 8 Urdu-Hindi. The aided schools are Anglo-vernacular.

"In Government schools there were 164 teachers on 31st March, 1881. The Hindu and Musalman teachers were in the proportion of 61 and 103. Their numbers will be equalized in accordance with a resolution of the committee. The certificated teachers numbered 74 (54 hold normal school, 12 middle class, and 8 teachers' certificates) and the non-certificated 90. The number of the latter is very large, and the attention of the committee is being directed to getting a better class of men; but without a divisional normal school in Allahabad there does not appear hope of much success. Several schools were closed for months for want of qualified persons to take their teacherships.

"During the year under report 50 new teachers, including those that returned from the Benares Normal School, were appointed, 71 were discharged, 31 were promoted and 16 were reduced, 50 were rewarded and 40 were fined, 5 resigned their posts and 3 died, 61 teachers were transferred from their schools. The majority of the teachers were dismissed on the score of incompetency, some for repeated absence, and others for disobedience of orders and misconduct. Fines were mostly imposed on teachers for the unsatisfactory state of their schools. Some were fined for not attending teachers' examination and some for unauthorized absence from their schools. Transfers of teachers were generally ordered when their schools were abolished and they were fit to be provided for, when they did not know the language of the school they had to teach, and when their household affairs interfered with their school duties. At the end of March, 1879, there were 40 certificated teachers; at end of March, 1880, there are 52; and now, March, 1881, there are 74.

"The number of middle schools, or schools imparting secondary education, is 9, made up of the senior classes (I. and II.) of pargana and tahsíli schools. Last year halkabandi middle schools (with the exception of Daranagar and Kathauli, which have been transformed into tahsíli and pargana schools respectively) which were *such only in name* were reduced to primary schools in accordance with the suggestions of Government in the Educational Reports for 1878-79 and 1879-80. All these schools show considerable improvement on former years.

"The total number of boys studying in these schools on 31st March was 45, which gives an average of 5 per school. The average roll for the year was 43, and average daily attendance 36. The cost of educating each scholar amounted to Rs. 21-8-11. There is a falling off in the roll as compared with last year. This is accounted for by halkabandi middle schools being reduced to the condition of primary schools. The percentage of daily attendance has risen to 84, which is *much* higher than in the preceding year. The cost of educating each scholar has considerably fallen.

"Twenty-three candidates from six tahsíli schools and two from halkabandi schools appeared in the late middle class vernacular examination and seven passed, which compares very favourably with last year, when *none* passed, and the year before that, when only *two* passed. Of the successful candidates two were placed in the second division and the remaining five in the third division. The failures were chiefly in language and mathematical papers which proved too hard.

"The number of primary schools on 31st March, 1881, was 140, comprising 126 halkabandi, 5 municipal schools, and the primary classes of 9 tahsíli and pargana schools. Last year the number was 184. Fifty-six halkabandi schools were closed

during the year for want of sufficient attendance, and 12 were opened; the difference, therefore, is 44, which subtracted from 184 gives the present number, 140.

"The number on the rolls of these schools was 4,111, as against 6,131 last year, showing a decrease of 2,020; the average daily attendance amounted to 3,310, as against 4,450 last year, showing a falling off of 1,140. The average annual cost of educating each scholar was Rs. 5-13-5, as against Rs. 4-10-11 for the previous year, showing an increase of Re. 1-2-6 per head. The total expenditure was Rs. 19,302, as against Rs. 20,858, showing a decrease of Rs. 1,556. The falling off of the number of boys is due to the abolition of useless schools and the striking off of the fictitious names borne on the registers and referred to by the Secretary in his last year's report. There is a numerical decrease in daily attendance, but in reality its percentage has risen from 70 to 81. The average annual cost of educating each scholar is in excess of that for last year. This is accounted for by the fact that before December, 1880, the number of schools, and consequently of scholars, was much greater than in March; and hence the portion of the expenditure incurred in the schools that have ceased to exist had to be distributed among the existing ones. The reduction in the expenditure is of course due to the closing of worthless schools.

"The chief blot in these schools was that the teachers seemed to think that the number of boys on the roll was the only test of their efficiency. Another defect was the unequal distribution and tardy promotion of classes. These were the points which the teachers would not see, for by massing the greater number of boys in the alphabet classes they were saved trouble and were enabled to devote nearly all their time and attention to a few senior boys, who were presented for examination in the same class year after year. The frequent visits of the Deputy and Sub-Deputy Inspectors have done much in remedying these evils, and it is due to their exertions that the primary schools have considerably improved. The Inspector's reports bear out this statement. The Inspector examined 127 schools in his annual tour, and in his examination two-thirds of the examinees got through, which is highly satisfactory. The results of the examination would, perhaps, have been better had the teachers not been engaged as enumerators and superintendents in the late census operations during the latter portion of the year.

"All the tahsíli schools are provided with Government buildings, and a new one at Handia has recently been finished by Public Works Department. Forty-eight halkabandi schools are located in Government buildings, 6 are in rented quarters, and the remainder in zamindars' houses. Four or five school-houses, situated in villages where the schools would never have succeeded, were sold and the proceeds credited to School Fund. No new school-house was erected during the year, but money was sanctioned for annual repairs of several school-houses.

"In conclusion, I must say that both the Deputy and the Sub-Deputy Inspectors have discharged their duties conscientiously and to the satisfaction of the committee."

JAUNPUR.—Secretary, Mr. M. Harrison. "Of tahsíli and pargana schools the number at the class of the year was the same as in the previous year, *viz.*, four tahsíli, one pargana, and a branch school at Machhlishahr.

"In his report for last year Mr. Reynolds had expressed a hope that the pargana school at Bádsháhpur, which had so fallen off in 1879 as to necessitate its being reduced to a lower grade, would have again during the past year regained its former position; but this expectation, the committee regret to state, has not been fulfilled. It is satisfactory, however, to note that there has been marked improvement in the upper classes of these schools during the year, both in the average number of boys on the rolls and in the daily attendance, the former having risen from 30 to 40 and the latter from 23 to 35; while in point of efficiency, as judged by the number of boys who passed the middle class vernacular examination, the comparison is still more remarkable, no less than 13 having succeeded last year, compared with only 3 in 1879.

"Taking now these schools in detail, I find that all were examined during the camping season: one tahsíli by the Secretary and the others by Mr. Dodd, the Inspector.

"Mariahu Tahsíli School was examined by Mr. Reynolds, with a result very unfavourable to the teacher, whom he considers utterly incapable of taking charge of such a school. 'The upper classes,' he writes, 'would be a disgrace to a third-rate halkabandi school; the writing of the boys in the 3rd class was very bad, and hardly a boy could do a long-division sum correctly.' Notwithstanding this sweeping condemnation, two boys passed the middle class vernacular examination, so that it is not improbable that the bad show made by this school compared with the results attained by those examined by Mr. Dodd is due to Mr. Reynolds' test of efficiency being somewhat more severe. Be this as it may, the school evidently required closer attention, and consequently the master has been removed and another appointed in his stead, who, it is hoped, will give greater satisfaction. So far as these schools are concerned, the committee have every reason to be satisfied with the character of the instruction afforded in the higher classes during the year.

"Turning now to the halkabandi schools, of which the year closed with 125 in existence, or six less than were shown in the last report. This is due to three in the Mariahu tahsíl, *viz.*, at Kamar-ud-dinpur, Hathera, and Tarti; two in Machhlishahr, *viz.*,

at Barahtha and Himmatnagar ; and one at Mani in Kathan, having been closed before the 31st March. All without exception were examined during the cold weather : 106 by the Inspector and 19 by the Secretary.

"In the Jaunpur tahsíl there are 32 such schools. That there has been some improvement during the year is shown by the number of schools teaching up to 3rd class having increased from 17 to 25, though those which have a 4th class have fallen off from 9 to 6. The total number of boys examined was 336, of whom 211 passed in writing and 145 in arithmetic.

"In the Mariahu tahsíl there were at the commencement of the year 24 schools; of these, three were closed before the 31st March. When the Secretary visited that at Kamar-ud-dinpur, he found the great majority of the boys to be grown-up young men of over 20, the teacher incorrigible, and in fact the whole school a sham. He accordingly dismissed the master and closed the school.

"That at Hathera was found in a very similar condition, and the Secretary strongly suspected that most of the boys whom he found on the occasion of his visit had been produced for the occasion and were not regular attendants at all. As there was no prospect of improvement the place was shut up. The third school in this tahsíl, that at Tarti, was found to be an utter failure, and it too was abolished.

"On the whole, however, the schools in this tahsíl have improved during the year.

"*Machlishahr tahsíl.*—Two schools having been closed during the year, there remained 23 on the 31st March ; all of these were examined by the Inspector.

"In some respects there has been an improvement, 9 schools having a 3rd class and 10 a 4th ; whereas in 1879 only 5 had a 3rd class and 8 a 4th. The total number of boys examined was 282, of whom 177 passed in writing and 132 in arithmetic. The schools in this tahsíl which were closed were those at Barahtha and Himmatnagar, both on the recommendation of the Inspector.

"In Khutahan one school, that at Mani, was abolished during the year, leaving 28 on the list at the close.

"There are 17 now with a 3rd class, whereas in the previous year only 9 taught up to this standard ; but the result of the examination this year does not compare favourably with that on the occasion of Mr. Dodd's former visit, only 95 boys passing in writing and 125 in arithmetic out of a total of 282 examined, compared with 110 in writing and 135 in arithmetic out of 216 at that visit.

"In the Kirakat tahsíl the number of schools was the same as last year, *viz.*, 25. The number of boys examined was 210, of whom 156 passed in writing and 113 in arithmetic. On the whole, all that can be said is that these schools have maintained their position during the year.

"Taking the above totals, we find that in the whole district 1,654 boys were examined by either the Inspector or the Secretary during the year, of whom 987 passed in writing and 795 in arithmetic.

"There are three girls' schools, at which the average number on the roll has increased from 46 to 55, and the daily attendance from 33 to 44. During the year under report two girls passed the vernacular examination."

FIFTH DIVISION.

AZAMGARH.—Secretary, Mr. L. E. Evans. "There are eight talisíli schools; of these, the schools at Azamgarh, Jianpur, Nizamabad, and Mau have been pronounced efficient by the Inspector, and the schools at Muhammadabad, Mubarakpur, Mehnajpur, and Mahul inefficient.

"Muhammadabad is reported to have improved very slightly, and Mehnajpur and Mubarukpur have gone back. Mahul continues bad.

"I have no hesitation in saying that the schools which have been pronounced efficient are as good schools as could be found in any district. The attendance is large and the teachers have their time fully occupied in their work. In Azamgarh, Jianpur, and Nizamabad the total number on the rolls is 240, giving an average of 80 per school.

"The middle halkabandi schools I cannot pronounce a success. They were established in order that there might be a few schools, besides the tahsíli schools, where secondary education could be obtained. The result of the Inspector's examination is disappointing.

"I furnish below a statement which shows progress in the tahsíli and middle halkabandi schools during the year under review as compared with the year 1879-80 :—

	Boys on roll, 31st March.	Average daily attendance.	Boys of 1st class who passed middle class examination.	Boys of 2nd class who passed before Inspector.
Tahsíli schools.				
1879-80	73	71·94	10	18
1880-81	93	88·98	12	18
Middle schools.				
1879-80	45	43·98	2	11
1880-81	84	76·14	3	16

"Out of the three boys who passed middle class examination from middle halkabandi schools, two came from Tandwa and one from Mahárajganj.

"There are 153 schools which came under the head of primary schools. This total is five less than last year. The five schools which were closed were schools in name only, and their existence was without benefit to any one except the teachers, who drew pay for doing nothing.

"Last year some 50 boys were sent from these schools to the middle schools and provided with scholarships. Nine of them passed in the middle class examination. The number of candidates from lower halkabandi schools for scholarships and their success at the middle class examination is a good test whether real work is being done in the district. This is a subject which I shall note further on when I speak of the scholarships. I mention it now as showing that a great number of boys are anxious to continue their studies after reaching the 3rd class, and that there is a necessity for providing as much accommodation as possible for them when they are prepared to attend the tahsíli schools.

"The following table shows the progress obtained during the year under review as compared with the previous year:—

Year.	Total number on rolls.	Average attendance.	Upper primary examination, 3rd class.	Lower primary, 4th and 5th classes.
1879-80	6,912	5,161	132	379
1880-81	7,023	5,946	197	499

"The figures showing total number on rolls and average attendance are not very reliable, but I have endeavoured to make them as accurate as possible by punishing severely when I find that a teacher has in any way attempted to fabricate returns. The same difficulty in securing accurate returns occurs in every district, and under present circumstances I must confess that I can see no remedy for the evil.

"There are three girls' schools—one at Mau, one at Katghara, and one at Mahárajganj.

"The girls' school at Mau is an excellent one, and has always been well spoken of by every officer who has inspected it. The other two schools have only just been started, and it is too early to pronounce at present on their success or failure.

"There are two free schools in the city. The school for Muhammadan boys is well reported on, and real work is being done there; but the school for Hindu boys has for the second time in succession been reported by the Inspector as disgracefully bad, and, unless a better account can be given before the end of the coming year, I should recommend that it be closed until it is found that there is any real necessity for one.

"The result of the middle class examination this year was most satisfactory. I rely upon this examination as the great test for determining whether good work has been done during the year. This year 48 boys went up for the examination and 15 passed.

"Before the year 1879-80 only four boys had passed since 1872 (year when this examination was instituted), and at that time Azamgarh was one of the worst in these provinces. This year it stands 6th in the list.

"There are 91 scholarship-holders; of these, 9 are at the Benares College and the remainder are studying at the tahsíli and some of the middle halkabandi schools. This year there were 148 candidates, and the most promising boys were selected after examination by the Deputy Inspector. The boarding-houses at Azamgarh and Jianpur are quite full, and during this year the expenses have been paid from tahsíli contingencies.

"The construction of a building for a pargana school at Nizamabad has been sanctioned during this year. The cost is to be Rs. 500, and the tahsíldar has commenced the work.

"A new school building at Atrait, in the Atraula tahsil, has been commenced. The tahsíldar has the work in hand.

"A new tahsíli school is urgently needed in Azamgarh itself. I understand that plans and estimates for the construction of a building were submitted some years ago through the Public Works Department, and that administrative sanction has been obtained. When the building can be constructed, I should strongly recommend that a building be erected which should contain school-house and boarding-house in one enclosure.

"A suitable building could be erected for Rs. 2,000.

"In conclusion, I have to speak of the work of the Deputy and Sub-Deputy Inspectors. It is hardly necessary for me to state that the improved state of education in this district, which has been so clearly shown by the results of the last two middle class examinations, is entirely due to the untiring efforts of the present Deputy Inspector. He has worked with wonderful energy and determination, and

has met with the success which he deserves. He looks thoroughly into the work of all the teachers, and all his reports as to their efficiency are faithful and correct. I believe him to be a thoroughly honest and upright officer, and I hope that he will speedily obtain promotion.

"The Sub-Deputy Inspector, Muhammad Akbar Khan, was transferred here in July from Basti. I do not think he is very energetic, but his work is good, and I have perfect confidence in his reports after examining schools. With more knowledge of the district his work here would be invaluable. He would make a good Deputy Inspector for a small district.

"I have been able to examine 20 schools, and Mr. Wyer has examined nearly the same number of schools.

"Most of the schools I examined were in a very satisfactory condition. I believe that there are very few schools now in this district where the teaching is a sham. Every endeavour has been made to close schools where the teacher is unable to get together a reasonable number of scholars, or where the boys on examination are found to know absolutely nothing."

BENARES.—Secretary, Mr. Broun. "The census operations interfered considerably with the schools, and the teachers were every now and then called on to assist in the work. Notwithstanding this distraction of the attention of our teachers, the year has been a year of success and the results of the year are very satisfactory. The success this district achieved at the middle class examination is scarcely equalled by any other district in Benares division. Twenty-six candidates went up; 14 passed with brilliant results: four in the first division, six in the second, four in the third. The first four received Government scholarships. To quote the words of the Inspector of Schools, 'it can hardly be questioned that it (Benares) takes the lead in the division.'

"There are two tahsíli schools in this district—Benares and Chandauli. The roll number of the Benares tahsíli has declined from 135 to 114, and the average daily attendance from 122·83 to 107·74. This falling off in number is not due to any unpopularity of the school or want of attention on the part of the teachers, but the number of teachers being only three, the classes were found over-crowded and unmanageable.. This school did remarkably well at the middle class examination. Eight went up, of whom five passed, two being placed in the first division. The other classes of the school, with the exception of the 2nd class, did remarkably well at the Inspector's examination.

"The building in which the school is held at present is small and inconvenient, with no accommodation for the teacher, and it has been thought expedient to remove this school to the normal school building, which will partly be vacated by reduction in its establishment.

"There is no improvement to report in the Chandauli Tahsíli School. The number on the roll is the same, *viz.*, 42, as last year; the average daily attendance has slightly increased from 38·24 to 43·47. Four candidates appeared at the middle class examination and one, Dwarka Prasad, passed in the first division and received a scholarship. The school failed at the Inspector's examination.

"Under the head of secondary education come also the middle class halkabandi schools, which teach up to the standard of tahsíli schools. The success these schools attained at the middle class examination was remarkable. Fourteen appeared and eight passed: one in the first division, five in the second, and two in the third. The Inspector examined the lower classes of these schools, and he remarks—'on the whole the middle class schools have more or less made some progress, but yet the attendance in all of them appears below the average.' The Inspector insists on having the attendance in each of these schools above sixty; but it must be remembered that the population of the villages in which these schools are situated, with one or two exceptions, is not very large.

"There are 91 halkabandi schools this year, against 92 of the previous year. One school at Nuri was closed on account of bad attendance. The roll number and the average daily attendance have both respectively improved from 2,951 and 2,967·75 of the preceding year to 3,152 and 2,989·26. The Inspector of Schools examined 73 of these, and remarked:—'The results are much in favour of 1880, and the progress of primary education satisfactory.' The work done in these schools during the past year has been satisfactory, and the teachers generally have done their duty creditably. It must be remarked here that some of our teachers are too poorly paid. Much better results would be attained if the committee were in a position to give better pay and engage the services of really qualified men. The following is the scale of salary of these backward schools:—

3	teachers at	Rs. 3	each.
8	ditto	„ 4	„
11	ditto	„ 5	„

"An addition of about Rs. 500 per annum to the sanctioned amount of salaries will considerably tend towards the improvement of these backward schools.

"No new building was erected this year, but one room was added to each of the following schools:—Kaithi, Bulwa, Baragaon, and Tirpat.

"There are eight municipal schools in the city, all of them under the entire supervision of the municipal committee. They are, I regret to say, in a bad condition. The Inspector examined all of them and remarked:—'The schools are in a very unsatisfactory state.' He proposes to improve these schools by the following methods:—

"(1) That the teachers be examined by him.

"(2) That the instruction be limited to the 5th class.

"(3) That promotions from the 5th class of all these schools be made into the tahsíli schools.

"(4) That the salaries of teachers be Rs. 6, 7, and 8, according to qualification of teacher and state of schools.

"(5) That annual rewards be given to deserving teachers.

"(6) That the office of Sub-Inspector or *Girdawal* be abolished, and the schools be placed under the supervision and inspection of the Deputy and Sub-Deputy Inspectors.

"The number of girls' schools is the same, *viz*, 3. The school at Ramgarh, having failed to improve, was transferred to Sakaldiha, where it is now doing very well. Gangapur School has slightly improved, but the school at Oudh Sharqi in the city is not in a satisfactory condition. The roll and attendance of these schools have improved from 44 and 36·43 to 61 and 49·87.

"*Chowk School.*—This school is held in the centre of the city, and teaches up to the primary school examination standard. Its object is to feed the Government zila school and the other high schools lying in Benares, and this object the institution very fairly fulfils. Nineteen students joined the Government zila school and other superior class institutions during the past year. There are 81 boys on the roll of this school, and 70·4 is the average daily attendance, which is a very fair number for a school of the kind.

"*European and Eurasian School.*—This school was placed in the month of June, 1880, under the supervision of Mr. Platts, Head Master, Government zila school, and for a time it thrived under him, but again the attendance has fallen to 16. Mr. Platts recommends the abolition of the school, and says 'that the municipal grant would, under the present circumstances, be best utilized by devoting it to the payment of schooling fees of those children whose parents are not able to bear the expense themselves.' The proposal will receive the committee's consideration hereafter.

"We have Rs. 360 in our school fund budget for scholarships, and this sum is very usefully spent. During the past year we allowed 22 scholarships of Rs. 2 and one each to as many students studying either in the Government zila or tahsíli schools.

"Last year 16 students from our tahsíli and halkabandi schools received appointments, and this year 14 students were employed on salaries varying from Rs. 3 to 10 as teachers, muharrirs, and karindas.

"The committee has been regularly held once a month in order to despatch the educational business.

"The committee has to express its entire satisfaction with the Deputy Inspector, Babu Vindhyeshwari Prasad, B.A., who has performed his duties most efficiently and zealously."

GHÁZIPUR.—Secretary, Mr. C. Rustomjee. There are 16 middle schools, of which four are tahsíli, three pargana, and nine halkabandi. Five candidates passed the middle class vernacular examination. The schools at Saidpur, Suhwal, Bilahri, Gahmar Soma, Birpur, and Burhampur are doing well and have obtained good reports from the officers who visited them on tour. The head-master of the Nauli School has been promoted on account of his specially good work.

In the primary schools the attendance has increased considerably. There are three girls' schools and the committee regret that there are not more. The number of municipal free schools has been reduced for want of funds. The education given in them is strictly elementary, and they seem to answer the purpose of their establishment.

The committee have decided upon granting scholarships to such likely boys as shall be willing to attend their own tahsíli or pargana schools for the purpose of passing the middle class vernacular examination.

The Deputy Inspector, Munshi Mahabir Parsad, and the Sub-Deputy Inspector, Debi Prasad, are old servants of Government and have always been highly spoken of. They have both regularly inspected the schools in the district during the year.

The Secretary visited 16 schools, and 10 more were inspected by the Collector and the Deputy Collector.

GORAKHPUR.—Secretary, Mr. R. Holt. "The total number of schools in the district has been increased by four within last year. We have now 15 middle and 178 primary.

"We have one high school, *viz.*, the oriental zila school, Gorakhpur. The progress made by this school during the year is anything but satisfactory. The mathematics are decidedly poor and the system of classification is clumsy.

"The 15 middle schools may be classified into four tahsíli, two pargana, and nine middle halkabandi.

"Four of the tahsíli schools reach the course for the middle class examination. They are situated respectively at Majhauli, Barhalganj, Hatta, and Dhani. One other tahsíli school exists—Ramkala, but it only gives elementary instruction and is included among the primary schools. Majhauli has decidedly improved since last year. It passed two candidates for the middle class vernacular examination and also showed well on the Inspector's visit. Hata has done badly. Barhalganj and Dhani are getting on fairly well. However, as regards the number of scholars and the attendance, there is a falling off from last year. Last year average total on roll, 272; this year, 255. Attendance last year, 223; this year, 205.

"The pargana schools are situated at Piprauli and Larh. Piprauli has improved decidedly. Larh is stationary and in an unsatisfactory condition.

"There are nine middle class halkabandi schools, situated in Bansgaon and sadr tahsílis. Minwan is the largest and has been fortunate enough to obtain a Government scholarship. On the whole decided improvement has been shown, and this portion of the report cannot be considered unsatisfactory. The number on the roll has increased, but the average attendance has fallen off. Number on roll last year, 752; this year, 758. Attendance last year, 625; this year, 599.

"There are two primary girls' schools in this district—one at Gola, one at Barhalganj. Gola is doing well, but Barhalganj is in an unsatisfactory state.

"We have five municipal free schools, all concentrated in Gorakhpur. Of these five schools, Pandays-Hatta and Mian Bazaar deserve honourable mention.

"We have 169 primary halkabandi schools. Last year we had only 165. Their condition leaves much to be desired, especially in Padrauna and Maháraganj tahsíls. The people do not appear to take to them willingly as yet, preferring their own old wretched institutions. Number of scholars has increased from 5,862 to 5,983." The present Secretary has held charge of the office for a few days only, and the report is based entirely on the figures and information supplied by the Deputy Inspector.

BASTI.—Secretary, Maulvi Nisar Ali Beg. "The number of Government and aided schools is the same as last year, but there is a considerable increase (1,188) in the number of students.

"The remarks made by the Inspector of Schools regarding both schools are these:—"The English schools are those of the Mission, which receives a grant-in-aid from Government; the subscription school in connection with the tahsíli school which is likewise aided by Government; and the unaided school of Bansi supported entirely by the Raja of Bansi. The first is a middle class school, and the other two primary schools. Comparing the results of the year with those of last year, there is not much to be said. They maintain their position and character and may in time show better results."

"There are nine vernacular middle class schools (four tahsíli and five halkabandi). Bhanpur Tahsíli School has not yet reached the standard of a middle school class; it is therefore counted as vernacular primary.

"Of these only one tahsíli school (Basti) was examined by the Secretary, who reported favourably, and all schools of this class were examined by the Inspector, who remarks thus:—'I examined all the middle class schools of the district, and consider them all in a more or less satisfactory state, Bhanpur excepted, which still continues below the prescribed standard of a middle class school.'

"There are only two aided English schools, the Church Mission School at Pucka Bazaar and the English branch of the tahsíli school at Old Basti. Both were examined by the Inspector of the Benares Division and the Secretary of the Basti District School Committee.

"The former is flourishing and the latter is decaying, as the grant-in-aid to the Church Mission School has been raised from Rs. 50 to 55 a month, while the subscription to the branch tahsíli school is so diminished that it scarcely reaches the amount of the monthly grant-in-aid, Rs. 35.

"The building of the latter school has fallen down, and it has been removed to a small hired house.

"The subscription to it for last year was in a precarious state, and it entirely ceased in May, 1880. The school is solely dependent on the zeal and exertions of Maulvi Muhammad Kamil, the Munsif of Basti, who has raised a suitable monthly subscription for its maintenance. Accordingly the educational committee in their last meeting of 30th March, 1881, expressed their grateful sense of his exertions.

"In comparing the results of this year with those of last, it is gratifying to record that all the schools have improved more or less, except one, which is stationary.

"Looking at them as purely middle class schools, I find that the aggregate number of pupils in the 1st and 2nd classes which come under the above denomination for 1879-80 to be as follows:—

1879	37
1880	48

showing an increase of 11 pupils, and the number of passed students at the middle class examination is—

1879	12
1880	13

"Of the middle class schools Hainsar deserves special notice. It has increased in number since my last inspection by 10 pupils and has the largest number of pupils on its roll, and has a larger attendance than any of the schools of the district.

"A considerable increase of 1,054 boys is seen in primary schools. Only Ganeshpur, Pipra, Deoraon, and Nagar were examined by the Secretary, who found them no better than the common Desi schools of the upper districts of the North-Western Provinces, and 45 of them were examined by the Inspector, who remarks thus :—

"'*Primary schools.*—Of these I examined 45, exclusive of the primary classes of the 10 middle class schools already reported upon. Last year only eight pupils of the 3rd class of the primary school appeared before me and two only passed, and from the 4th class 69 pupils appeared, 35 passed. I then remarked that it was a matter of surprise that a district which had been so long under one Deputy Inspector, and which had been favourably reported on by my predecessors for three successive years, should yet have the majority of its schools without the 3rd or highest class.

"'It is with pleasure that I record a change for the better this year.

"'I had 40 pupils in the 3rd class present, of whom 24 passed, and 120 in the 4th class, of whom 60 passed.

"'There is yet ample room for improvement. Of the 45 schools examined, 15 only had classes up to the 3rd class and the rest (30) are without it. I believe there are few districts in which so large a number has not a 3rd class.

"'In the lower primary I examined last year 152 pupils and passed 73. I have had 229 before me and have passed 106.'

"There are three primary girls' schools: two at Basti and one at Bansi. They are getting on tolerably well. Bansi is the best of all. The Secretary visited the Basti schools and found them probably promising. This year 102 girls are on the rolls, with an average daily attendance of 74·30, against 93 girls, with an average daily attendance of 78·73 in last year.

"Seventy-two school buildings have been repaired during the year 1880-81, and Rs. 1,361-8-6 have been spent for the purpose.

"I could not inspect more than eight schools.

"As I have the charge of the treasury, I cannot leave it for a single day. Mr. Powlett, the President, has seen many schools in his cold-weather tour and taken special notice of the buildings.

"The Deputy Inspector, Babu Priyanath Mitter, whose duty was to inspect twice at least all schools of the district, failed in this year to even inspect once all schools completely, though he showed some activity before the Inspector's tour, when he was warned by the Director, Public Instruction, and degraded; but after his departure in February and March he showed great idleness and laxity in his inspection work.

"Now the Deputy Inspector's pay has again been reduced from Rs. 80 to Rs. 60, and himself severely warned and transferred to Ballia. There is therefore no need for further remarks.

"The Sub-Deputy Inspector did his work well during the year, and the remarks made by the Inspector on the inspection work of the Deputy Inspector run as follows :—'The Deputy Inspector has this year been a little more alive to his touring duties than he was last year, but I cannot say that his touring has been such as one might have expected after the punishment his gross neglect of duty brought on him last year.'"

Mr. H. P. Mulock, the Officiating Collector, says :—"I am unable to give any decided opinion on any of the figures in the tabulated statements submitted with the report, as I am necessarily unacquainted with the schools of the district.

"The exertions of Muhammad Kamil, the Munsif of Basti, in the collection of subscriptions for the aided tahsíli school at Basti are deserving of recognition.

"The increase in the number availing themselves of primary instruction is gratifying.

"The total number of schools is 152. Of these not much more than one-third have been examined by European officers in the past year, of which 45 were inspected by Mr. DeMello, Divisional Inspector. Munshi Nisar Ali, being in charge of the treasury, had but little time to devote to the duty, and the other civil officers have been so overwhelmed by other important duties that they were obliged to neglect this work.

"Still I am inclined to think that the report shows a steady progress, and that there is nothing to make me believe that our primary schools are not every day becoming more popular and populous."

BALLIA.—President, Mr. Roberts. "There has been no covenanted Assistant posted to this district during the year to whom under the rules the Secretaryship could be given. For some portion of the year Babu Harnam Chunder Seth, Deputy Collector, has been Secretary, and for the rest of the year myself.

"The aided school at Ballia has made excellent progress during the year. The number on the roll is now very large and far in excess of the school accommodation. The average number on the roll during the year was 153, and compared with that figure the average daily attendance of 127 is very good. The school contains only two small and one medium-sized rooms. The classes are so crowded together that the work of teaching can be but imperfectly performed amid the distracting noise that necessarily arises, and about one-third of the boys are crowded out of the rooms altogether

and have to manage as well as they can in the verandah. It has therefore become a matter of first necessity to enlarge the school, and application will be separately made for a building grant for that purpose.

"In my report last year I commented on the unsatisfactory financial arrangements for maintenance of this school. The teachers were too few and were badly paid, and I recommended that the school should be taken over as a zila school by Government. On this proposal the following order was passed by Government, in the Financial Department, No. 2347, dated 26th November, 1880:—'The Lieutenant-Governor is in favour of a policy which would pave the way to the eventual dissociation of Government from direct interference in education by the enlargement of the grant-in-aid system, and in this view I am to enquire whether, by liberal treatment under the grant-in-aid rules, the wants of this district would not be sufficiently supplied.' In pursuance of this policy the grant was accordingly raised from Rs. 37 to Rs. 125 per mensem, which is a larger amount than would be granted under the grant-in aid rules, but is less than if Government had taken over the school as a zila school. This takes effect during the present year, and the pay of the teachers has been increased and their number added to: there are now four English teachers and four vernacular, and good results in the way of increased efficiency are hoped for.

"This school has done very well in the annual examination, having passed three boys out of six sent up. The teaching is up to the 3rd class of the Government standard. Towards the end of the year a 2nd class was started, but as, in the opinion of the Inspector, this was premature and inadvisable, that class has been again abolished. But I have little doubt that in time a school teaching up to the entrance class will be established in Ballia.

"I may take this opportunity of remarking on the very considerable spread of a knowledge of English in Ballia since I was first posted here ten years ago. There were even then English schools going on—one more indeed than there are now; but the matter was in its infancy, and very few grown-up persons could make use of the English language. Now I continually get petitions in English—too many indeed, and there is a great crowd of imperfectly educated candidates for employment who know a little English. It will soon be practicable to choose for appointment in the vernacular department men so far acquainted with English as to do a good deal of what is now done by the clerks in the English office. Such a knowledge of English, however, as enables a man to write and speak fluently and to take pleasure in English literature is still rare, and most youths are satisfied with the distinction of failing at the entrance examination.

"There are five tahsíli and pargana schools and 59 halkabandi schools.

"The increase in the number of pupils is 361, which is considerable, and as the average per school has now risen to 41 boys, rather more than one master can efficiently manage, further development of numbers in these schools is scarcely so much to be wished for as an increase in the number of schools.

"The most remarkable increase is in the average daily attendance. The return for halkabandi schools is almost too good, as it shows an average daily attendance of ten-elevenths, and I hesitate to admit the correctness of this return. This much, however, is certain, that a very great improvement in regularity of attendance has been effected by the Deputy Inspector. Only one halkabandi school has a 1st class, and three have 2nd classes, but these are not well filled. Last year six halkabandi schools were ambitious enough to start 2nd classes, but after inspections by the circle Inspector three of these aspiring schools were reduced a grade. There is room for great improvement in halkabandi schools in this respect, but I quite concur with the Inspector in not pushing them on too fast.

"Last year 11 boys entered for the vernacular examination and two passed. This year, the first for Ballia as an independent district, 19 boys were sent in, of whom five passed—three in 2nd grade and two in the 3rd. This is a very creditable improvement.

"The Inspector, Mr. DeMello, who examined a considerable proportion of the schools, speaks very favourably of the progress made during the year. The 12 schools I was able to examine myself were, as a rule, satisfactorily conducted. The masters took a proper interest in their work, and every school bore testimony to the regularity and good effect of the Deputy Inspector's visits.

"The want of the district now is more schools. The recent census has revealed the remarkable fact that this district contains a population of 923,000, being an increase of over 34 per cent. on the numbers recorded at the census of 1872. For such a population 59 schools is a very poor allowance. Most districts of about the same population have at least twice as many halkabandi schools, and the smallness of the number is not due to any backwardness of the people themselves, for the present schools show an average of 40 per school, a very much higher average than that of most districts, the average for the provinces being only about 30. This matter has engaged the committee's attention, and this year 11 new schools were budgetted for, of which seven are already started and four will be opened shortly. There is room for at least 100 schools in Ballia.

"I have to record my high appreciation of the work done by Deputy Inspector Balkrishna Lal, who has been unremitting in attention to his duties and has

unquestionably already effected a considerable improvement in the schools of this district, and I am glad of his recent promotion. Much remains to be done, and I regret that Balkrishna is about to be transferred. The smallness of the district staff and the absence of any covenanted Assistant prevent that full and frequent supervision which is so desirable, and it is all the more necessary, therefore, that the Deputy Inspector should be a man of energy in whom confidence can be placed."

JHÁNSI DIVISION.

JHÁNSI.—Secretary, Mr. J. J. McLean. "The number of schools under the supervision of the committee has remained the same as last year.

"The entire number of scholars receiving instruction was 1,569, against 1,507 last year, thus showing a small increase.

"Three teachers died during the year, two resigned, and three were dismissed. Their places were all filled by teachers with normal school or middle class vernacular certificates. Fines were inflicted on 30 teachers whose work was unfavourably reported on by the Inspector and on 11 teachers for absence without leave."

Forty-seven out of the 58 school-houses are now Government buildings, three having been acquired during the year.

"The office of President was held during the year by Mr. Adams, Deputy Commissioner, except from August to November, when Mr. Deas, Officiating Deputy Commissioner, held charge. There were no changes in the committee, except the death of Deputy Inspector Chowbey Munna Lal, which the committee regret to record. They have always expressed satisfaction with his work. Since his death Khwaja Ahmad, Sub-Deputy Inspector, has officiated with credit for him, the vacancy not having been yet filled. Monthly meetings were held regularly throughout the year. During the cold season Mr. Adams visited one school, Mr. Deas, Assistant Commissioner, five, and Mr. Sturt, Assistant Commissioner, four".

"Not having gone on tour, I was precluded from personally visiting any school as Secretary. The Deputy Inspector was on tour 109 days out of 366, and visited 13 schools once, 36 twice, 10 thrice, and 4 four times.

"The Sub-Deputy Inspector was on tour in that capacity 144 days out of 366, and made 155 inspections, and as Officiating Deputy Inspector 98 days, making 51 inspections.

"There are six tahsíli and pargana schools and two halkabandi, in which middle class education is given. The total number of pupils receiving secondary education is 23, against 25 last year.

"The decrease, it is to be hoped, will be temporary. There were altogether 341 pupils on the rolls of the tahsíli and pargana schools, against 309 of last year: so that in the lower forms there has been an increase.

"Only two boys out of 13 passed the middle class vernacular examination, against 12 last year.

"Primary education is given in all the 58 schools, which have a total of 1,546 lower class scholars (320 of which belong to the tahsíli schools). There are 46 halkabandi schools, with a roll of 1,100 boys, against 1,066 last year. The unaided four schools in Gursarai, which are fairly conducted, have a roll of 84, against 86 last year. The Anglo-vernacular school at Gursarai keeps its place with 23 scholars, against 25 of last year. The girls' school at Chirgaon is not very flourishing, but it seems advisable still to persevere with it. The attendance was the same as last year—21.

"Seventy-six boys out of 215 examined passed the lower primary school examination, and 42 out of 173 the upper.

"As before, there were 9 scholarship-holders at Rs. 2 per mensem; two of these passed the middle class vernacular examination, but did not obtain Government scholarships."

"Four scholars have obtained situations as teachers in district schools.

"In spite of slight falling off in some particulars, stagnation in attendance of upper class scholars, less favourable results of examination, and unfavourable reports on the condition of some schools, the state of education continues to progress at a slow rate. There have been more requests than usual for new schools to be opened, and the slight increase in number of scholars is encouraging so far as it goes. In time there will doubtless be a decided improvement."

Jalaun.—Secretary, Mr C. H. Roberts. "It is exceedingly grateful and comforting to have a good all-round improvement. The decrease of three Government middle schools is due to the closing of the upper classes (1 and 2) in three halkabandi schools, as the boys who formed these classes have left, and no other pupils are sufficiently advanced to take their places. Still there has been a marked increase in the average daily attendance, which has risen from 15 to 22. Nine pupils were sent up to the middle class vernacular examination and six passed, the district standing second in the general list in respect of percentage of passed students to candidates. The cost of educating each scholar, calculated, as it has been this year, on the average daily attendance, appears somewhat higher than last year, when it was calculated on the average number on the roll during the year. The single girls' school shows some slight sign of improvement in attendance. In the 84 Government primary

schools the average daily attendance has been 1,694, against 1,609 in the previous year. Seventy-one pupils passed the upper and 113 the lower primary examination. The numbers passed are less than last year, but the test was more stringent. In the municipal primary English school at Kunch the average daily attendance has slightly increased, and four boys passed the upper primary examination.

"Only those private schools that have been actually subjected to the periodical visits of the inspecting staff have been shown as private unaided, the Deputy Inspector having been instructed not to waste his time in inspecting low-class hedge schools, where only the alphabet and the multiplication table are taught. That private tuition is doing good may be seen from the fact that several students competed at the middle class vernacular examination, and that one student gained a place in the second division."

LALITPUR —Secretary, Mr. W. Greenwood. "It is satisfactory to note that the enrolment and the average daily attendance during the year under report show an improvement over the preceding year; and notwithstanding the increase of Rs. 225 in the total charges, especially for repairs, the cost per head of educating the pupils (of the halkabandi schools) has been kept down to Rs. 4-0-9, against Rs. 5-3-9 in 1879-80.

"Mr. W. J. Greenwood, Extra Assistant Commissioner, held the office of Secretary throughout the year, as in 1879-80. He, being officer in charge of the treasury, and having had the charge of the jail, could not leave the sudder station to visit the halkabandi schools. Mr. R. H. Story, Assistant Commissioner, inspected many of the schools in the parganas under him. As regards the Maraura School, he says:—'This halkabandi school is, I think, the best I have seen anywhere in the division.'

"Major John Liston, Deputy Commissioner and President of the committee, visited the tahsíli and girls' schools. He complains (and Mr. Story also noticed the fact) that the boys do not seem to know much about the geography of the district. The committee think that the departmental authorities might do something towards the improvement of the knowledge of boys in this branch of study."

The President pronounced the Mahroni Girls' School "inefficient." Measures will be taken to improve it.

"The change among the Deputy Inspectors during the year was lamentable. The place of Kurban Ali, removed, was temporarily filled up by Ram Dyal Misra, who in his turn was succeeded in less than 15 days by the permanent incumbent, Nawazish Hussain, who obtained 1½ year's leave, and Siri Narain, Sub-Deputy Inspector of Azamgarh, was then sent in his place. Under the last-named officer the enrolment and the daily attendance of the boys have increased, and hopeful signs are visible for sending some of the boys to the next middle class vernacular examinations. The schools were also more frequently visited by him than his predecessors.

"Schools for secondary education are the first two classes of the two tahsíli schools and one halkabandi school at Maraura. No comparison under this head can be made with the statistics of 1879-80, when there were no such schools under the direct management of the committee.

"There were 23 primary schools for boys (including the vernacular branch of the zila school) during the year under report, as compared with the same number in 1879-80. There was an improvement in enrolment and daily average attendance.

"The number of boys passed from these institutions has comparatively increased during the year.

"The girls' school at Mahroni was closed from 1st April to 6th July, 1880, for want of a competent female teacher. The retention of Maji Lal was not considered advisable by Mr. Reid, who visited the school in January, 1880. He (Maji Lal) was replaced by Bhola Nath, an old man.

"The state of this school and that of Lalitpur are not favourably spoken of by the inspecting officers.

"The Mahroni Girls' School had again to be closed from 1st December, 1880, to 24th January, 1881, Bhola Nath having resigned his post. Durjan Singari is now in charge of the school.

"The municipal free school at Lalitpur serves as a feeder to the zila school.

"The work of the Lalitpur Municipal School teacher was approved of by the Inspector of Schools and his Deputy. The remarks of the sub-committee especially appointed for the purpose of reporting on the state of the school b eing favourable, provision has been made to increase the teacher's pay from Rs. 8 to Rs. 10 a month.

"The repairs of the halkabandi schools were executed by the tahsíldars in their respective parganas.

"Measures have been taken to put the Maraura School building into thorough repair, regarding which Mr. Story in his report said: 'The building is in a dreadful state of repair. The roof has fallen in..... It will be a great pity if such a flourishing school should suffer for want of a suitable building. In its present state, except the verandah, it is of no use whatever.'

"Rs. 3 a month, or Rs. 36 yearly, were awarded as scholarships to the two boys sent from the halkabandi schools to the tahsíli schools at Mehrani and Talbehat."

KUMAUN DIVISION.

KUMAUN.—Secretary and President, Mr. Beckett. "As during this year I have not been able to examine any of the schools, having only taken over charge from Major Garstin in January, and having remained down in the Bhabar until the last week in March, I cannot write anything from personal knowledge regarding progress or otherwise.

"I do not attach much importance to the actual numbers shown in the average attendance in the halkabandi schools, as, owing to the physical nature of the country, some schools with a small number of scholars are practically as well attended as another showing a much larger number of scholars; but I closely scan the monthly reports of attendance, and from my local knowledge judge of the efficiency of the schools. During the months in which the people go down to and come up from the Bhabar there is of course an apparent falling off in attendance in some schools. This periodical emigration is very detrimental to education, as villagers that are neighbours in the hills attending one school cannot attend the same school removed to the Bhabar, as they squat in different directions in the Bhabar, many going to settle for the time in the Tarái.

"I do not agree with my predecessor in thinking it a waste of money in retaining a school that is badly attended owing to the villagers not seeing the benefits of education; on the contrary, I think that such schools deserve increased attention, in order that the villagers be induced to change their views on the subject.

"My predecessor in para. 5 of his report for 1879-80 mentions his gratification at the knowledge of geography displayed in some schools. I think that, excepting in the tahsíli and a very few of the popular halkabandi schools, no geography ought to be taught; nothing but the plain elements, reading, writing, and a very little arithmetic, until such time as the thirst for knowledge is sufficiently increased."

GARHWÁL.—Secretary, Colonel Fisher. "The annual cost per scholar in the only middle A. English school in the district appears very high, *viz.*, Rs. 151, of which Government contribute Rs. 66. Last year the cost was only Rs. 68-4-8 per scholar. The increased average is attributed to the decreased attendance, several boys having gone to Bareilly to complete their English education. The constant change of head-masters is injurious to the efficiency and popularity of a school which has done much good work in former years.

"The number of girls' schools has, for reasons given in the last report, been reduced from 11 to 6. As a consequence, the number of scholars on the rolls on the 31st March, 1881, are only 231 as compared with 301 on the same date in 1880; but the committee do not consider that the cause of female education has been injuriously affected. There are quite schools enough for the little demand that exists. The attendance in the only English girls' school at Chopra has decreased from 38 to 8. This decrease is attributed to the large number of girls married last year. The total cost per scholar has decreased in the English aided girls' school from Rs. 25-5-7 to Rs. 17-11-0. In the Government vernacular schools, on the other hand, the cost has risen from Rs. 3-4-7 to Rs. 4-4-0."

TARÁI.—Secretary, Mr. Kilvert. "The numbers on the rolls are slightly below those of last year, which is due to one aided school having been closed and to a very unhealthy season.

"During my visits to the schools the last camping season I was sorry to find that the expectations raised in my last year's report had not been realized. Save in two or three of the schools, little or no progress had been made by the pupils, and I am still of opinion that the cause of this is want of attention or want of ability on the part of the teachers. The difficulty of obtaining suitable men is great in a tract like Káshipur, and although some of the boys have passed the middle class examination, this I do not think any test of their capability to teach others what they have themselves learnt; they are also generally too young to have any weight with the pupils."

The following report was received too late for publication in its proper place.

From Bijnor statistical returns have been received, but no report accompanied them. Muttra and Mirzapur have sent nothing.

MEERUT.—Secretary, Mr. Muir. "To begin with halkabandi schools, including primary departments of tahsíli schools and municipal, the main point with which the committee has to deal, the figures for last year and this are:—

Year.		No. of schools.	Attendance	Cost.	Average.
				Rs. a. p.	Rs. a. p.
1879-80	...	206	5,913	21,809 4 10	3 11 0
1880-81	...	193	5,796	21,255 4 11	3 10 8

Eighteen schools have been closed and five new ones opened. It is in contemplation to close more next season. Many are in bad situations, ill-attended, and with defective accommodation; and it is considered increased efficiency and reduced cost may be combined. The decline of last year from 6,301 to 5,913, due to the unhealthy season, has not been recouped as yet, and argues want of energy on the part of the teachers.

"The attendance at the seven municipal free schools remains unaltered, and also the charges. Baghpat, Baraut, and Kabari Bazaar have all less than 25 pupils, but they only cost Rs. 6 or Rs. 7 a month, and gratify the feelings of the tax-payer without adding to the committee's burdens.

"There are three primary English schools at Baghpat, Baraut, and Hapur, supported half by subscription, half by the municipalities :—

Year.		Attendance.	Cost.	Average.
			Rs. a. p.	Rs. a. p.
1879-80	...	59·70	1,269 1 3	21 3 10
1880-81	...	79·41	1,481 14 3	20 7 11

The increase is in actual attendance; the average roll is the same. Fees are only Rs. 77-14-3; this is higher than last year (Rs. 47-12-3), but still too low. Two annas per month is too low a fee for an English school. Subscribers' children are said to be exempt; this brings the average down to 1½ anna.

"Middle schools (vernacular) are the same in number as last year—

Year.		Attendance.	Cost.	Average.
			Rs. a. p.	Rs. a. p.
1879-80	...	40·55	758 2 10	18 11 1
1880-81	...	46·18	759 4 8	16 7 0

The roll has increased from 54 to 60. There should have been a greater improvement in attendance, though I do not say that the attendance shown, if real (75 per cent.), is a bad average in itself.

"English middle schools are absent from the return this year. Last year some of the boys in the subscription schools mentioned above had reached that standard: now there are none.

"*Girls' schools.*—There are two in much the same state as last year, calling for no special remark.

"*Examinations.*—Eleven last year, but this year eight only, passed the middle examination. Of these two entered the normal school, two got scholarships and are studying in the zila school. The other four sought other occupations. Two boys also as last year passed for Roorkee, where they have gone to qualify as sub-overseers.

"Schools were visited more or less by all district officers during the cold-weather tour, but I have not any details. The smallness of the present staff holds out little hope of more being done in future years. The burthen of the work must, and should, fall on the Deputy Inspector; but the visits of the district officers will always stimulate the exertions of the better teachers and be a check to the more flagrantly idle and dishonest. Personally I had little opportunity to note much during my (a somewhat hurried) tour in February and March."

ORDERS OF GOVERNMENT.

No. 234 of 1881.

From

THE SECRETARY TO GOVERNMENT,

N.-W. PROVINCES AND OUDH,

To

THE DIRECTOR OF PUBLIC INSTRUCTION,

N.-W. PROVINCES AND OUDH.

DATED NAINI TAL, THE 17TH OCTOBER, 1881.

SIR,

EDUCATIONAL DEPT.

I AM directed to acknowledge the receipt of your report on Public Instruction in the North-Western Provinces and Oudh, for the year ending 31st March, 1881, and to communicate the following remarks and orders thereon.

2. The report is dated the 29th June, but was received in this office on 3rd August, a great improvement as regards punctuality on former years.

3. SECTION I., INTRODUCTION AND GENERAL SUMMARY.—*Paras.* 1 *to* 14.—(*a*) The departmental changes during the year were comparatively few and unimportant. The pay of Sub-Deputy Inspectors of the third grade was raised from Rs. 30 to Rs. 40. The number of third grade teacherships in tahsíli schools was reduced, and a corresponding increase in the higher grades sanctioned. The tenure of middle class vernacular scholarships was extended from two to four years. In the new district of Ballia an increased grant-in-aid was given to the local anglo-vernacular school, instead of establishing a zila school of the ordinary type. The aided schools of the Church Missionary Society at Allahabad and Chunar were closed, and the savings thus effected utilised in a grant to a new Sanscrit and Hindi school at Almora, and increased grants to ten other important schools. The eleven district training schools in Oudh have been organised, and a Hindi department added to the Sanscrit school at Ajudhya.

(*b*) There was an increase in the attendance of pupils of 3,286, the number having risen from 222,117 on 31st March, 1880, to 225,403 on 31st March, 1881. This shows a small recovery from the great falling off of 20,463 in the previous year, caused by the widespread illness then prevalent. Mortality was greatest amongst those of tender years, and being far above the average, must have considerably reduced the number of children in the provinces. The increase gained is therefore as much perhaps as could be hoped for. It took place almost entirely in the lower schools of the North-Western Provinces. In Oudh there is actually a falling off of 100. A still more encouraging feature is the fact that the average daily attendance rose from 164,460 in 1879-80 to 172,232 in the year under report.

(*c*) The total expenditure was Rs. 19,75,933, Rs. 34,805 less than last year. Direction cost Rs. 34,461 ; inspection, Rs. 2,05,731 ; instruction, Rs. 16,75,955 ; building grants, Rs. 10,900; and miscellaneous, Rs. 48,886. This was met by non-Government contributions, Rs. 4,69,690, and Rs. 15,06,243 expended by Government. The former were made up of—municipal grants, Rs. 52,401 ; subscriptions, &c., Rs. 1,94,573 ; fees, Rs. 1,46,849, endowments, Rs. 75,867. The income from these sources in 1879-80 was Rs. 4,84,753. There was an increase in municipal grants of Rs. 4,776, and in subscriptions of Rs. 597. On the other hand, there was a falling off in fees of Rs. 2,728, and in endowments of Rs. 17,708. The latter is, however, nominal only. The decrease in fees is, as you remark, disappointing; but it is to be hoped this is due to temporary causes only, and will not be permanent.

(*d*) The table in para. 10 of your report shows 6,595 schools of all kinds against 6,810 in 1879-80, with a total number of students of 225,403 against 222,117. The average attendance has, however, risen from 164,460 to 172,232. Under Government schools there is a slight falling off of 9 in the number of high and middle, and of 170 in the lower ; but in the case of the latter, this is more than compensated for by the increased attendance, the number of scholars having risen from 194,877 to 198,093, which is especially satisfactory, as it is on these schools that the education of the masses depends. The number of private schools shown (only 40) is very small; but it is understood to be exclusive of the so-called indigenous schools, trustworthy statistics in regard to which it has been found impossible to procure.

(*e*) The results of the year's working as tested by the prescribed examinations was as follows:—

		No. examined.	*No. passed.*
Master of Arts ...		8	7
Bachelor of Arts		41	22
First Arts ...		91	48
Bachelor of Law		5	2
Matriculation ...		425	270
Standard equivalent to matriculation	Boys	31	18
	Girls	47	9
Middle school examination ...	Boys	2,094	522
	Girls	99	31
Upper primary school examination	Boys	14,036	7,567
	Girls	478	155
Lower primary school examination	Boys	35,182	16,434
	Girls	2,866	520

Colleges and high schools show a decided improvement, middle schools a falling off. The results of the upper primary school examination are better, and those of the lower primary school examination worse than last year. You remark that on the whole there are signs of sure if slow recovery from the disastrous effects of the malarial fever of 1879; and that the general results of the year's operations, though not so satisfactory as you hoped and expected, are by no means discouraging. These conclusions appear to be correct. If there has been no decided step in advance, there has at least been no retrogression, and there are indications

that the work of the department as a whole has been more thoroughly done.

4. CONTROLLING AGENCIES.—*Paras.* 15-20.—There is little calling for remark under this head, the administration of the department remaining unchanged. His Honor is glad to receive a favourable report of the way in which the officers of the department have as a rule discharged their duties during the year. The transfer of the management of tahsíli and halkábandi schools to district school committees has greatly lightened the work of Inspectors in the North-Western Provinces; and with reference to your remarks that their time is not now fully occupied, you should consider whether their services cannot be further utilised in some other direction, such as the improvement of text-books, increasing the stock of sound vernacular literature, or the promotion of those studies—philological, literary, and scientific—which the educational officers may specially be expected to foster in the country generally. The want of attention on the part of headmasters of high schools to their middle classes is to be regretted, and they should be cautioned against it in future. You notice the causes which render district school committees less efficient than they might be. Direct pressure can scarcely be brought to bear on non-official members, but much depends on the Secretary and the District Officers, whose attention is invited to your remarks. Where these take an interest in the schools, native members with the exercise of a little tact can probably be induced to do the same. As their co-operation is voluntary, little could be gained by threat of removal unless the post is more sought after than it is believed to be at present, and until the field from which qualified members can be selected becomes much larger than it now is. In Oudh the schools are entirely under the Inspector and his staff, and the District Officers are averse to the imposition of fresh duties for which they have no leisure. His Honor is fully aware that their present duties tax their energies to the utmost; and as the introduction of the North-Western Provinces system, even though the schools benefited thereby, might lead to the neglect of other work equally if not more important, agrees with you that no change need be made at present, more especially as Mr. Nesfield finds himself equal to the task, and has not to complain of any lack of such assistance as he requires from the district staff.

5. UNIVERSITY EDUCATION.—*Paras.* 21-47.—Eleven institutions are shown this year as compared with twelve last. LaMartinière College, Lucknow, and St. John's College, Agra, as also the Roorkee Engineering College, are omitted. Those included are the English Government Colleges at Agra, Allahabad, and Benares, the aided English Colleges at Lucknow and Aligarh, the unaided College Department of the London Mission High School at Benares, the Oriental Department of the Benares, Lucknow, and Aligarh Colleges, and the Law classes at Allahabad and Lucknow. The total number of scholars in all these on 31st March was 888, of whom 590 were in Government institutions, 283 in aided institutions, and 15 in unaided institutions under regular inspection. The classification of scholars according to race and creed was,—1 European and Eurasian, 6 Native Christians, 750 Hindus, and 108 Muhammadans. In the Government

institutions 180 scholars were in the English department, and 410 in the Oriental; in aided, 139 scholars in the English department, 121 in the Oriental, and 23 in the Law classes; in unaided, 15 scholars in the English department: 368 scholars in all were learning English, and 751 a classical language. Judged by examinations, the results for the year may be pronounced fairly successful. The Muir College passed all its four candidates for Honors in Arts and for the degree of M.A., while the Canning College passed three out of four, and two out of three for the degree of Bachelor of Law. In the B. A. Examination 22 students, out of a total of 41 candidates for the united provinces, passed; and the percentage of successful candidates was considerably higher than that for Bengal, and for the whole Presidency: while for the F. A. Examination, 48 out of 91 candidates passed. But there is less room for congratulation, when the expenditure by which these results have been attained is considered. The cost of each scholar in the English department of the Government colleges was no less than Rs. 1,035, of which Rs. 760 was borne by the State. In aided institutions it was only Rs. 427, of which Rs. 156 was borne by the State. Taking the different colleges, each scholar at Benares cost Rs. 684, the share paid by Government being Rs. 595; at Allahabad, Rs. 1,149, of which Government contributed Rs. 1,028; at Agra no less than Rs. 1,610, but owing to the large endowments only Rs. 485 of this is paid by Government. That the cost to the State of the higher education should be disproportionately great is, under existing circumstances, and considering the comparatively short time that has elapsed since it began to be sought for, no matter for surprise. But allowing for these considerations, it is impossible to disguise the fact that these figures raise grave doubts as to whether Government, which can allot only a certain sum for educational expenditure, is not neglecting to an undue extent the interests of the many in order to provide high class education for an almost infinitesimally small proportion of the total number of the population. The influence of those who have benefited by such an education will, it is hoped, tend to create a more general desire for it; but the whole question is one which requires serious attention, more especially in connection with the Agra College, as if the present state of things continues or becomes worse, as the experience of late years seems to indicate is likely to be the case, a remedy of some kind must be sought for and applied. The Oriental departments are said to be doing well as also the Law classes; but the Urdu Law classes, which were to have been started at Allahabad, are still unformed, not appearing to be really required or appreciated. Mr. Deighton writes in a very desponding tone of the Agra College, and does not attempt to conceal his opinion that its present working is anything but satisfactory and successful. The number of students in the Muir Central College has risen from 64 to 79; but Mr. Harrison explains it has been prejudicially affected of late by the severity of the Calcutta University Entrance Examination, which all students are required to pass. The provision of a boarding-house will materially tend to attract scholars, as its want had previously been much felt. The college was remarkably successful in the examination of the year, the percentage of successful candidates being no less than 73 for 30 sent up. In the Benares Sanscrit College the number of

students increased from 307 to 418. A plan for giving officially recognised diplomas has been introduced, and a new Benares Sanscrit series started as a successor to the *Pandit*. In the English college the numbers rose from 54 in December, 1880, to 70 on 31st March, 1881. A fair degree of success was attained in the examination. The Muhammadan Anglo-Oriental College at Aligarh is making rapid progress, and the Canning College has maintained its former high place in the examination, having passed more candidates than any other. There were 110 students in the Arts department and 107 in the Oriental. Each student in the former cost Government only Rs. 150, which is in marked contrast to the cost in the Government colleges in the North-Western Provinces. The number of students in the Law department has fallen from 34 to 11, owing to payment of fees being now insisted on, instead of instruction being given free as heretofore.

6. SECONDARY INSTRUCTION.—*Paras.* 48-92.—This is imparted in high and middle schools, English high schools being tested by the Entrance Examination of the University, and middle schools—English and vernacular—by the departmental middle class examinations.

The number of these schools and attendance at them during the year was as follows :—

				Schools.	*Attendance.*
Boys.					
(*a*) English—					
Government	...	...	...	65	2,680
Aided ...	...	...	...	67	2,535
Unaided ...	...	..	...	3	42
(*b*) Vernacular—					
Government	...	...	...	494	3,292
Aided ...	...	...	...	5	202
		Total	...	634	8,751
Girls.					
English, aided	...	...	...	12	348
		GRAND TOTAL	...	646	9,099

Last year the total number of schools was 674, and the attendance 9,241, so that there has been a slight falling off in both: 5,599 pupils were learning English, 5,047 a classical language, and 5,632 a vernacular language. The classification according to race and creed of the scholars was as follows,—Europeans and Eurasians, 573 ; Native Christians, 251 ; Hindus, 6,740 ; Muhammadans, 1,522 ; and others, 14. The cost of educating each pupil was in English Government schools Rs. 94-8-11, of which Rs. 83-9-1 was borne by Government ; in aided schools, Rs. 84-4-5, of which Rs. 31-3-8 was borne by Government ; and in unaided schools, Rs. 44-6-10. In vernacular Government schools it was Rs. 22-3-10, of which Rs. 20-10-3 was borne by Government; in aided schools, Rs. 16-1-9, of which Rs. 6-13-0 was borne by Government; while for girls' schools cost was Rs. 34-3-0, of which Rs. 29-11-5 was borne by Government.

Four hundred and twenty-five candidates in all went up for the Entrance Examination in December, 1880, of whom 270 passed: 60 in the first division, 159 in the second division, and 51 in the third division. These figures show an immense improvement on the preceding year, when only

151 passed, with 8 in the first division; but you attribute the unusually high success rather to a great and sudden reduction of the standard, than to the better quality of the candidates and of the instruction received by them. Government schools sent up 211 candidates as compared with 200 last year, of whom 142 passed; 150 went up from aided schools, of whom 101 passed; and 64 from private unaided schools, of whom 27 passed. Benares sent up the largest number amongst Government schools, and passed most, but several passed all that went up. The only entire failures amongst aided schools were the Church Mission Schools at Jaunpur and Lucknow, and amongst private unaided schools the *Mufid-i-Khalaik* School at Aligarh: these, however, sent up but very few candidates. You remark that your own estimate would reduce some 50 per cent. from the first to the second division, and 20 per cent. from the total number passed; and it would therefore appear the standard was considerably lowered, and that the same measure of success cannot be looked for in future. It is to be regretted if such is the case, as it is in every way desirable the test should be as far as possible uniform. Sudden changes can only tend to derange the whole educational system, besides acting unfairly on masters and pupils alike. Still there is good reason to be satisfied with the results achieved, and His Honor hopes there may be no marked falling off in future.

The results of the departmental middle class anglo-vernacular examination for the different classes of schools may be summed up as follows :—

	Number of boys examined.	Passed.	Failed.	Details of failure.				Percentage passed.
				English.	Second language.	History and geography.	Elementary mathematics.	
Government high schools, North-Western Provinces and Oudh	387	94	293	67	115	126	281	24 2
Government middle schools, North-Western Provinces	89	29	60	10	28	21	57	32·5
Aided high schools, North-Western Provinces and Oudh	262	34	228	75	128	110	220	12·9
Aided middle schools, North-Western Provinces and Oudh	68	9	59	23	31	35	58	13 2
Private schools and candidates, North-Western Provinces and Oudh	77	6	71	29	35	42	68	7 7
Total ...	883	172	711	204	337	334	684	19·4

It cannot be denied that these are most unsatisfactory, and are not nearly so good as last year, when 151 passed from Government schools as compared with 123 and 222 in all. The failure is most conspicuous in aided high schools, from which only 34 out of 262 passed. You explain that the standard is comparatively higher than that of the University Entrance Examination; but that the main reason of failure, as previously remarked, is "that in many schools both masters and students regard the University Entrance Examination as the only goal worthy of their serious thoughts, and will not exert themselves to teach or learn thoroughly the subjects of study in the vernacular."

Your careful attention was invited to this in the orders on the last report, and Sir George Couper would again emphatically desire that any such tendency should be promptly repressed. This is especially the duty of Inspectors, who should lose no opportunity of impressing on headmasters that no amount of success in the Entrance Examination can be held to excuse marked failure in the middle class anglo-vernacular examination. It is scarcely necessary, where failure is so general, to single out those that have done worst. Elementary mathematics were the chief stumbling block, and this is a subject of which a fair knowledge is essential to a sound practical education ; and failure in it is particularly to be regretted as indicating that this is not being given. His Honor trusts it may be long before such discreditable returns are sent up again. You can only mention the Meerut, Farukhabad, Etáwah, Sháhjahánpur, Bara Banki, Sitapur, Bulandshahr, and Mainpuri schools as having done well, and the master and teachers to whom their success is due should not be forgotten when an opportunity for promotion occurs.

MIDDLE CLASS VERNACULAR EXAMINATION.—The results for this are shown in the following table for the different classes of schools from which candidates are sent up :—

Schools.	Number.	Candidates.	Passed.
Tahsíli	170	644	211
Halkábandi	156	312	82
Pargana	45	112	32
Inferior zila...	7	35	8
Total ...	378	1,103	333
B. or aided	8	56	5
C. or indigenous	18	51	10
Teachers	1	1	...
Total ...	27	108	15
Total for 1880	405	1,211	348
Do. for 1879	313	829	357

Though nearly 100 more schools sent up candidates who numbered 382 more than last year, 9 fewer passed, and this is anything but a satisfactory result. Here also the cause seems to be aiming at too ambitious a style of education ; and you say that the schools where this is attempted will be reduced,—a measure concerning the expediency of which there can be no doubt. Last year the improvement, which there was reason to believe had taken place, was noticed with approval, and His Honor much regrets that it has not been sustained. It is evident both masters and pupils have been led away by a desire to accomplish more than they were able to ; and the faults which it was hoped had been remedied are again displayed in an intensified degree. This requires the special attention of Inspectors, who should insist on masters not neglecting primary education, which after all is the great essential, in the vain endeavour to secure successes in the higher stages which are beyond their reach, and their aspirations after which only end in ignominious failure. Of the divisions, Agra again shows the best results, and Rohilkhand the worst in the North-Western Provinces. It is difficult to understand why there should be only three candidates from a district

like Sháhjahánpur, and none of these passed. The Oudh divisions are all bad, Sitapur having a percentage of successful candidates of only 9 per cent., and the total for the province is but 19·3 against 30·8 last year. For the North-Western Provinces it is 32·1, as compared with 46·7. For aided and indigenous schools it has also fallen from 26·3 to 13·9.

7. *Paras.* 58-92 contain the Inspectors' remarks on the high and middle class schools under their supervision, and the state of the different schools is noticed at considerable length.

Meerut Division.—The Government zila schools of Meerut and Aligarh are said to compare favourably with the aided schools competing with them, which are the Muhammadan Anglo-Oriental College, Aligarh, St. George's College, Mussooree, and the Mission school, Meerut, both as regards quality of education and cost, which for the former is Rs. 171 per head, and for the latter Rs. 326 per head. As high, middle, and primary schools, they also compare favourably with last year: there is an increase of 26 in numbers, of Rs. 11 in fees, and the examination results all-round are better. The Muhammadan Anglo-Oriental College, Aligarh, is making rapid progress, and on 31st March it had 248 students, or 77 more than last year. In spite of its competition, however, it is satisfactory to find the Aligarh zila school continues to hold its own, and has 236 scholars on its rolls. Most of the other schools are favourably reported on. Middle vernacular schools numbered on 31st March 56, with 415 scholars, against 56 with 433 scholars the year before; but the Inspector thinks 8 middle halkábandi schools out of 19 should be reduced to primary schools. Forty-three out of the 56 schools sent up 156 candidates, and passed 39 for the middle class vernacular examination, the percentage of success being 31 against 36 last year. The districts rank in order of merit thus—(1) Meerut, (2) Aligarh, (3) Muzaffarnagar, (4) Bulandshahr, (5) Saháranpur, (6) Dehra. Koil, Meerut, and Bulandshahr are specially mentioned amongst tahsíli schools: Khátauli (Muzaffarnagar) amongst pargana, and Daryapur (Aligarh) amongst halkábandi.

Agra Division.—The Agra College school is prospering, and so are the Etáwah, Muttra, and Farukhabad high schools. The division ranks first in the middle class vernacular examination. Seventy-one schools sent up 199 candidates, of whom 90 passed, the numbers for last year being 61, 148, and 103 respectively, so that the percentage of success fell from 69·5 to 44·7. This, however, is ascribed to the effects of the previous year's sickness and not to lax work. The most successful schools were Farukhabad, Firozabad, Lakhna, Etah, Kásganj, and the Muttra zila branch school.

Rohilkhand Division.—The Bareilly high school is most favourably reported on, and a First Arts class has been added with most beneficial results so far. The high schools of Moradabad and Sháhjahánpur did well in the Entrance Examination, but all schools as elsewhere failed comparatively in the anglo-vernacular examination. For the middle class vernacular examination, 55 schools sent up 168 candidates, of whom 43 only passed. The Inspector's remarks fully bear out the opinion already expressed, that the aim of the teachers has been too ambitious. His Honor does not understand why the Inspector's opinion, that many of these schools might with

advantage be reduced to the status of primary schools, has not been acted on. This, which is in accordance with the policy of Government, should be done without delay, unless there is any good reason for maintaining the present status. Sháhjahánpur is especially backward, and the state of education there is by no means creditable to the department. It is not sufficient merely to point out causes of failure; a remedy must also be devised, and His Honor trusts the state of things now reported there may speedily be changed for the better.

Allahabad Division.—The Allahabad and Cawnpore zila high schools are on the whole doing well, and the numbers of scholars attending them are increasing. The Bánda school compares unfavourably with these, and requires more attention than it appears to get. The Jaunpur and Fatehpur zila schools are flourishing, but the attendance in Hamírpur continues to be scanty. Except in Fatehpur and Bánda, considerable improvement is reported in middle vernacular schools; and in these districts it is hoped that the special causes, which have hitherto retarded the progress of these schools, have ceased to operate. The Allahabad Girls' High School is very favourably reported on, as also the Boys' High School, the City Free Schools for girls and boys, and the Kuttra Mission School. There can be no doubt these institutions are doing much good and useful work which will bear fruit hereafter, and Allahabad enjoys educational advantages which few towns can boast of. Sixty-eight schools in the division sent up 171 candidates for the middle class vernacular examination, of whom 45 passed; in 1879, 45 schools sent up 89 candidates, of whom 27 passed.

Benares Division.—The College school, Benares, did exceedingly well in the Entrance Examination, but only 5 out of 74 students who went up succeeded in passing the middle class examination. It is alleged teachers are apt to teach mathematics in English instead of in the vernacular, and hence the number of failures in mathematics. This may be the case elsewhere, and the practice should be strictly prohibited. There are ten high schools in the division, with 2,621 pupils on their rolls, classified as follows:—

High	246
Middle	663
Primary	2,306

At the Entrance Examination they did fairly well, but failures were unusually numerous at the middle class anglo vernacular examination. The Oriental High School at Gorakhpur appears to be in an unsatisfactory state; and your remarks will, it is hoped, receive the careful attention of the district committee. Of the aided high schools, the London Mission School, which has suffered a very great loss by the death of Mr. Sherring, is doing well, and the others are not unfavourably reported on: Eighty-nine schools sent up 231 candidates for the middle class vernacular examination, of whom 72 passed. The Benares Division ranks second in the provinces; but these figures do not contrast favourably with those of 1879, when 172 candidates went up, of whom 77 passed. Benares, Basti, and Azámgarh may be said to have improved, as also Ballia; Mirzapur is ranked as stationary, but Gorakhpur and Gházipur have declined, showing an

unusually large number of failures, which has led to the Deputy Inspectors being warned.

Jhánsi Division.—Education is backward here : 22 candidates only went up for the middle class vernacular examination from Jalaun and Jhánsi, of whom 8 passed, while from Lalitpur not even one put in an appearance.

Kumaun Division.—The Naini Tal Diocesan Schools continue to do well. Twelve schools sent up 17 candidates for the middle class vernacular examination, of whom 4 passed, and the reports of the schools in the division generally are satisfactory.

Oudh Division.—There are 15 schools which may be ranked as high schools in Oudh, *viz.*, 11 Government zila schools, three aided schools, and LaMartinière, Lucknow, which is not, however, included in the returns. Each school is separately reported on, and on the whole not unfavourably. The aided schools are the school department of the Canning College, Lucknow, which supplies the place of a zila school, the Rájá-ká-bazar School under the Church Mission Society, and the Balrámpur School in Gonda maintained by the Mahárája. The first of these did remarkably well in the Entrance Examination, passing 23 out of 30 sent up from a class of 50, more than it has ever done before. The middle sections of all these schools failed comparatively in the anglo-vernacular examination, though Fyzabad passed 8 out of 36, an unprecedented success. The Canning School passed 6 out of 39, but expected much more. There can be no doubt the results of the examination were unexpectedly disappointing to many institutions. The aided middle English schools for girls in Lucknow, of LaMartinière and Lál Bagh, are both doing extremely well. Including 17 anglo-vernacular schools reduced from the beginning of the year to vernacular, there were 52 Government middle vernacular schools. Thirty-five of these sent up 156 candidates for the middle class vernacular examination, of whom 29 only passed. The causes assigned for failure are sickness, mismanagement, and bad teaching, the want of a first class in many schools; while it is alleged, the present middle class standard is not so popular as the old one ; that the teachers are not efficient enough for it ; that the fee system and change in the scholarship arrangements introduced at the amalgamation tend to thin the middle classes ; and that parents of boys in Oudh towns are too poor to keep their sons at school. You have not yourself expressed any opinion on these points, probably considering that what has been said in former reports has shown that some of them have not so much importance as the Inspector assumes ; but the subject appears to require attention, and should you have any remarks or proposals to make in connection with it, His Honor will be glad to receive them. The new Sanscrit School at Ajudhya promises to be a success, though it is subjected to severe competition by the numerous private *pátsháláas* which are maintained on a liberal scale there.

8. Primary instruction.—*Paras.* 93 *to* 111 *and resumés of extracts from the reports of the district school committees, North-Western Provinces, pages* 1 *to* 30*B.*—The following comparative statement shows the

number of primary schools and their attendance for this and the preceding year for the North-Western Provinces and Oudh :—

	North-Western Provinces.				Oudh.			
	Number of schools.		Attendance.		Number of schools.		Attendance.	
	1879-80.	1880-81.	1879-80.	1880-81.	1879-80.	1880-81.	1879-80.	1880-81.
Boys.								
English—								
Government	36	38	2,997	3,394	22	24	1,251	1,701
Aided	62	60	5,789	6,390	13	13	1,247	1,547
Unaided	12	10	364	284	4	3	225	203
Vernacular—								
Government	4,328	4,183	140,472	143,246	1,210	1,210	46,016	45,995
Aided	52	40	2,407	2,125	13	9	490	415
Unaided	8	10	202	237	13	10	436	361
Total ...	4,498	4,341	152,211	155,676	1,275	1,269	49,665	50,227
Girls.								
English—								
Government	...	...	...	...	...	...	...	...
Aided	18	12	1,002	905	5	5	440	429
Unaided	...	...	...	...	...	...	...	...
Vernacular—								
Government	130	111	2,821	2,600	59	49	1,320	1,029
Aided	85	100	2,697	3,085	12	15	277	307
Unaided	14	6	300	205	5	5	116	130
Total ...	247	229	6,820	6,795	81	74	2,153	1,895
GRAND TOTAL ...	4,745	4,570	159,031	162,471	1,356	1,343	51,818	52,122

The number of schools has slightly decreased, but this is more than compensated for by a larger, and at the same time more regular, attendance. The condition of these schools is tested by the upper and lower primary examinations, and the results are shown below:—

	North-Western Provinces.			Oudh.		
	Number of pupils.	Passed.		Number of pupils.	Passed.	
		Upper.	Lower.		Upper.	Lower.
Boys.						
English	10,068	1,036	1,260	3,456	207	336
Vernacular	145,608	5,054	12,728	46,771	1,210	2,110
Total ...	155,676	6,150	13,988	50,227	1,417	2,446
Girls.						
English	905	59	125	429	18	16
Vernacular	5,890	46	261	1,682	32	118
Total ...	6,795	105	386	2,111	50	134

In the North-Western Provinces out of 155,676 boys 20,138 passed by both tests, and in Oudh 3,863 out of 50,227: 491 girls passed out of 6,795 in the North-Western Provinces, and 184 out of 2,111 in Oudh. Taking both provinces together, the percentage of passed boys is 11·6, and for girls 7·5. Last year 26,652 pupils passed out of a grand total of 210,849, and this year 24,676 out of 214,809, so that in this way the results are not quite so favourable.

Meerut Division.—The number of primary schools of all descriptions and their attendance on 31st March are shown in the margin.

		Boys' schools.		Girls' schools.	
		Number.	Attendance.	Number.	Attendance.
Dehra ...	1879-80 ...	17	636	2	75
	1880 81 ..	29	929	2	145
Saháranpur ...	1879-80 ...	138	4,556	21	571
	1880-81 ...	128	4 586	15	429
Muzaffarnagar,	1879-80 ...	133	3,821	2	39
	1880-81 ...	123	3,639	2	32
Meerut ...	1879-80 ...	210	6,338	3	91
	1880-81 ..	199	6,297	3	113
Bulandshahr,	1879-80 ...	115	3,888	5	106
	1880-81 ...	117	4,205	4	98
Aligarh ...	1879-80 ...	185	5,095	9	171
	1880-81 ...	183	6,023	9	199
Total ...	1879-80 ...	798	24,334	42	1,053
	1880-81 ...	779	25,769	35	1,016

There is an increase of 2,047 in the attendance at primary vernacular schools, 202 out of 774 of which were inspected. Of 3,564 boys examined, 1,909 passed the upper and lower primary examination, Saháranpur having the highest percentage of success (67). Except in Saháranpur, where the Secretary was new to the district, the reports of the district committees show that considerable interest is taken in education, and the Deputy Inspectors on whom so much depends are favourably mentioned. The inefficiency of teachers, complained of in some cases, is, it is to be feared, but too common; and to secure a thoroughly competent staff must be a work of time.

Agra Division.—The table in the margin gives the statistics of primary schools for this and the preceding year. The aided schools are generally favourably reported on. The attendance of boys in primary schools has slightly fallen off. The reports for Farukhabad, Mainpuri, Etawáh, and Etah are full and good. The work of the Deputy Inspectors also seems to merit commendation. Absenteeism of teachers, complained of in Agra, is a common evil, which it especially behoves committees to guard against. The difficulty of obtaining good teachers, felt in Mainpuri, is doubtless owing in some measure to the post of teacher not being sufficiently attractive. Efficiency in the teacher is an essential requirement of all primary education; and any measure likely to promote it deserves the special attention of committees. It is understood that in most districts the appointments are graded, and that there is thus some prospect of promotion to deserving men. The grades proposed in Mainpuri seem very suitable, and might be tried with advantage where funds permit. The want of interest in education, complained of on the part of tahsíldars in Etáwah, is to be regretted. His Honor looks to the whole district staff to do all in their power to forward the educational interests of their district, and Collectors should impress this on their subordinates.

		Boys' schools.		Girls' schools.	
		Number.	Attendance.	Number.	Attendance.
Muttra ...	1879-80 ...	142	5,126	6	134
	1880-81 ...	137	5,162	5	130
Agra ...	1879-80 ...	198	5,978	17	803
	1880-81 ...	200	6,248	16	781
Farukhabad,	1879-80 ...	137	4,354	7	199
	1880-81 ...	137	4,623	14	357
Mainpuri ...	1879-80 ...	132	3,564	7	142
	1880-81 ...	131	3,888	8	176
Etáwah ...	1879-80 ...	127	3,450	13	229
	1880-81 ...	118	3,554	2	36
Etah ...	1879-80 ...	116	3,613	7	171
	1880-81 ...	121	3,928	7	185
Total ...	1879-80 ...	852	26,085	57	1,678
	1880-81 ...	844	27,403	52	1,665

Rohilkhand Division.—The table in the margin shows the primary schools and their attendance. The four Government primary English schools have done very well. The attendance has risen from 289 to 348, and 126 pupils passed the upper and lower tests, compared with 85 the year before. The subscription raised in Bijnor for the purchase of school furniture, &c., is a gratifying proof of the interest taken in education there. The number of primary vernacular schools has decreased by seven, but the number of pupils has increased by 480. The division generally is backward in education, more especially Sháhjahánpur and Pilibhít; but the district reports, more especially that for Budaun, show that considerable interest is being taken in the schools, and progress may be confidently looked for.

		Boys' schools.		Girls' schools.	
		Number.	Attendance	Number.	Attendance.
Bijnor ...	1879-80 ...	109	3,190	9	205
	1880-81 ...	108	3,638	9	188
Moradabad ...	1879-80 ...	148	4,642	27	666
	1880-81	138	4,614	26	715
Budaun ...	1879-80 ...	112	3,861	23	446
	1880-81 ...	113	4,036	27	487
Bareilly ...	1879-80 ...	118	4,184	7	385
	1880-81 ...	121	4,287	7	373
Sháhjahánpur,	1879-80 ...	122	3,970	10	188
	1880-81 ...	122	3,963	14	238
Pilibhít ...	1879 80 ...	57	2,177	1	60
	1880-81 ...	52	2,025	1	61
Total ...	1879-80 ...	666	22,024	77	1,950
	1880-81 ...	654	22,563	84	2,062

Allahabad Division.—The table in the margin gives statistics for the schools of the different districts in the division. Primary education here has long been neglected, and His Honor has learnt with much satisfaction the general improvement in the condition of the schools which has taken place. Mr. J. B. Thomson especially deserves credit for his exertions in Allahabad, which have borne such good fruit. It is to be hoped Bánda and Fatehpur will soon attain the level which has been reached by the rest of the division.

		Boys' schools.		Girls' schools.	
		Number.	Attendance.	Number.	Attendance.
Cawnpore ...	1879-80 ...	188	6,265	8	190
	1880-81 ...	188	6,512	7	169
Fatehpur ...	1879-80 ...	121	3,925	1	12
	1880-81 ...	121	3,952	1	14
Bánda ...	1879-80 ..	162	4,373	...	...
	1880-81 ...	135	3,792	...	...
Hamírpur ...	1879-80 ...	92	3,439	2	42
	1880-81 ...	80	3,443	...	...
Allahabad ...	1879-80 ...	194	6,844	10	303
	1880-81 ...	148	4,941	2	61
Jaunpur ...	1879-80 ...	144	5,465	3	46
	1880-81 ...	137	5,372	3	61
Total ...	1879-80 ...	901	30,311	24	593
	1880-81 ...	809	28,012	13	305

Benares Division.—The table in the margin shows the schools and their attendance. The Inspector examined 407 out of 897 primary schools. In the Benares district the results were much better than last year, and he considers the progress satisfactory; so too on the whole in Azamgarh, Basti, Gorakhpur, Ballia, and Gházipur. In Mirzapur the schools appear to have somewhat declined, and the committee should

		Boys' schools.		Girls' schools.	
		Number.	Attendance.	Number	Attendance
Azamgarh ...	1879-80 ...	165	7,419	3	124
	1880-81 ...	157	7,226	4	123
Mirzapur ...	1879-80 ...	128	4,197	7	173
	1880-81 ...	124	4,335	8	175
Benares ...	1879-80 ...	112	4,750	11	604
	1880-81 ...	111	4,951	10	607
Gházipur ...	1879-80 ...	127	4,187	5	110
	1880-81 ...	123	4,553	4	106
Gorakhpur ...	1879-80 ...	189	7,434	2	50
	1880-81 ...	196	7,921	7	325
Basti ...	1879-80 ...	140	4,594	3	93
	1880-81 ...	140	5,749	3	102
Ballia ...	1879-80 ...	66	2 315	...	...
	1880-81 ...	65	2,703	...	...
Total ...	1879-80 ...	927	34,796	31	1,154
	1880-81 ...	916	37,438	36	1,438

endeavour to raise their condition. The Deputy Inspectors are mentioned as having worked well and efficiently, except Babu Priyanath Mittra in Basti. As remarked by Mr. Roberts, there can be no question the present number of schools in Ballia is quite insufficient for its population, and no time should be lost in opening the new ones which are wanted.

Jhánsi Division.—The table on the margin shows the schools and their attendance. The English schools are doing fairly well, and considerable improvement is reported in the vernacular schools from last year, Jalaun having done best, Lalitpur next, and Jhánsi but indifferently.

		Boys' schools.		Girls' schools.	
		Number.	Attendance.	Number.	Attendance.
Jhánsi ...	1879-80 ...	64	1,807	1	21
	1880-81 ...	58	1,581	1	21
Jalaun ...	1879-80 ...	89	2,403	1	23
	1880-81 ...	90	2,449	1	20
Lalitpur ...	1879-80 ...	24	662	2	39
	1880-81 ...	24	807	2	45
Total ...	1879-80 ...	177	4,572	4	83
	1880-81 ...	172	4,837	4	86

Kumaun Division.—The schools and their attendance are shown in the margin: 15 halkábandi schools were abolished. Schools work under peculiar difficulties here, owing to the migratory habits of the people, and the fact that they are nearly all engaged in agriculture. Hence attendance is irregular and inconstant. Endeavours should be made to procure more efficient teachers in the Tarái.

		Boys' schools.		Girls' schools.	
		Number.	Attendance.	Number.	Attendance.
Kumaun ...	1879-80 ...	117	6,927	1	8
	1880-81 ...	108	6,747	...	..
Garhwál ...	1879-80 ...	46	2,659	11	301
	1880-81 ...	46	2,490	5	223
Tarái ..	1879-80 ...	14	503	...	...
	1880-81 ...	13	417	...	...
Total ...	1879-80 ..	117	10,089	12	309
	1880-81 ...	167	9,654	5	223

Oudh Division.—The marginal table gives the number of schools and their attendance. These are very fully reported on by the Inspector. There are 24 Government, 13 aided, and 3 unaided English primary schools for boys, with a total enrolment on 31st March of 3,532, of whom 336 passed in the lower standard and 207 in the upper standard. The vernacular primary schools for boys are explained to consist of five classes, composed as follows :—

		Boys' schools.		Girls' schools.	
		Number	Attendance	Number.	Attendance.
Oudh, 1880-81,	English ...	40	3,532	5	429
	Vernacular,	1,210	45,995	69	1,682

(1) Primary sections to 9 zila schools ; (2) primary sections to 49 middle class schools; (3) 26 branches to the same ; (4) 14 independent primary schools in towns, mostly maintained by municipalities; (5) 1,131 village schools, mostly maintained from the 1 per cent. cess: 1,210 schools or sections are shown in all, with a total enrolment of 45,995 on 31st March, of whom 37,157 were in the lower classes, and 8,838 in the upper classes: 2,110 pupils passed in the lower standard, and 1,210 in the upper

standard. In several districts there has been a slight decrease in the attendance, which is generally ascribed to the greater care with which the class registers are kept up, and in Bahraich to the sickness prevalent. In Rae Bareli and Sultanpur considerable progress has been made, and altogether the efficiency of the schools as a whole appears to have materially advanced. Ten primary vernacular schools for girls were reduced for inefficiency, and the number is now 49 only, which are said to be exhibiting signs of progress, more especially those in Lucknow itself.

9. SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING.—*Paras.* 112-123.—Returns are given for the Medical School at Agra; the six divisional normal schools in the North-Western Provinces; 12 district normal schools in Oudh; four normal schools for mistresses, *viz.*, Benares (aided) in the North-Western Provinces, and Lucknow, Sitapur, and Hardoi in Oudh; and the aided industrial schools at Benares and Gorakhpur in the North-Western Provinces. The medical and industrial schools have no connection with the Educational Department. It is from the normal schools that the future supply of teachers must be mainly derived, and His Honor is gratified to receive such encouraging accounts of their condition and of the class of men turned out by them. There were 227 students in the six normal schools of the North-Western Provinces,—177 Hindus and 50 Muhammadans,—all of whom were learning the vernacular. In the 12 schools in Oudh there were 112 students, also all learning the vernacular, and 50 Persian. The 68 students in the Benares female normal school were learning both English and vernacular; 12 in Lucknow, vernacular and Arabic, and two Persian; and the five in Sitapur and Hardoi, vernacular only. The new system in Oudh was started at the commencement of the year, and it remains to be seen how it will work. It should at any rate be an improvement on the old.

10. SCHOLARSHIPS.—*Paras.* 121-123.—The scholarship system has been made complete by the extension from two to four years of the tenure of scholarships gained in the middle class vernacular examination; and you remark that every halkábandi school-boy may now be said to carry an M. A. degree in his satchel, as he can rise uninterruptedly with the aid of scholarships from a village primary school to the highest class of an English Arts college. It certainly cannot be denied, that so far as higher education is concerned, ample opportunity is given to all who are capable and willing to avail themselves of it.

11. BOOKS.—*Paras.* 124-130.—All new school-books published of late years are cast into the shade as regards importance by Mr. M. S. Howell's Grammar of the Classical Arabic Language, which, when complete, will you state rank amongst the most comprehensive and learned works of the kind in any language. The increased sale of vernacular books, pointing as remarked by you to better and more real work done, is highly satisfactory. The new class-books prepared by departmental officers in Oudh will doubtless prove useful, and supply a want much felt.

12. EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.—*Paras.* 131-34.—Seven hundred students fresh from school or college obtained employment in the public service, on salaries of from Rs. 3 to Rs. 150 per mensem: 52(

from the North-Western Provinces and 174 from Oudh, not including those who obtained employment after having left school for a year or more. With reference to the remarks of the Inspector of the Oudh Division, it may be observed once again that, it is by no means intended that pupils in our schools should look solely to Government appointments as the end to be aimed at. Education is worth little unless those, on whom it is bestowed, turn out better and more capable men in whatever walk of life they may afterwards find themselves, than they otherwise would be. Sound practical education, making more useful and profitable members of society, and fitting them to carry on their every day occupations, is the object to keep in view, and not merely to pass examinations, or to qualify for posts in Government service, the number of which must of necessity be extremely limited in comparison with the youth of the country. His Honor has no reason to believe there are not fair openings for really capable and well educated youths ; it is the incapable, and those who have acquired a mere smattering only, who complain that their education has been of no use to them.

13. Education of European and Eurasian children.—*Paras.* 136-139.—Rs. 1,963 were spent by the State in the gratuitous elementary instruction of the children of poor Europeans, the average attendance for the year being 212. There were 452 scholars in six girls' schools of a higher class in the North-Western Provinces, on whom Rs. 16,500 were spent from grants-in-aid and Rs. 35,429 from private funds. In 17 boys' schools of the same class there were 893 boys, costing Rs. 31,598 from grants-in-aid and Rs. 47,276 from private funds. In the eight principal orphanages for girls there were 929 scholars, costing Rs. 8,180 from grants-in-aid and Rs. 14,587 from private funds ; and in the five for boys, 633 scholars, costing Rs. 1,450 from grants-in-aid and Rs. 11,462 from private funds. The educational status of all these is shown in the general returns.

14. In paras. 111-150 you have given a most interesting sketch of the educational progress of the North-Western Provinces and Oudh in the last decade, and see no reason to consider the advance made unsatisfactory or discouraging. This conclusion is borne out by the facts cited by you. The number of pupils has increased by 22 per cent., and registration has much improved, and may now as a rule be considered trustworthy : 223 students in the North-Western Provinces and 111 in Oudh are now receiving University instruction in English, as against 80 and 56 in 1871. Physical science is now successfully taught : 270 boys passed the Entrance Examination this year, as compared with 107 in 1871. The schemes of studies have been remodelled, new examinations established, schools re-classified and remodelled, and various other changes introduced, by which the efficiency of the department from the highest to the lowest grades has been increased, notably the placing halkábandi schools under district committees in the North-Western Provinces. Much yet remains to be done, and progress is necessarily slow ; but it is clear that the labours of the department are beginning to bear fruit, and with better organization and more intelligent supervision and administration in all branches, it may be hoped the people will gradually be awakened to the priceless advantages education has to offer, and seek

to secure for their children the benefits of which they have learned to feel the want themselves.

15. The following table shows the cost to the State of the various kinds of education afforded in its schools, compared with the preceding year, for each pupil :—

		1879-80.			1880-81.		
		Rs.	a.	p	Rs.	a.	p.
University education (boys) ...	English	653	0	0	760	0	0
	Oriental	47	0	0	35	0	0
High and middle schools (boys) ...	English	81	0	0	84	0	0
	Vernacular	23	0	0	21	0	0
Primary schools, Boys ...	English	13	1	9	11	9	11
	Vernacular	4	4	4	4	0	5
Primary schools, Girls ...	Vernacular	5	11	11	5	3	4

The cost of English University education is no less than Rs. 107 per head higher than last year; and His Honor can only repeat the remarks made in para. 12 of the orders on the last report, where the subject was noticed, *viz.*, that great caution is evidently required in connection with the extension of higher education at the cost of the State, unless it is more appreciated and sought after by the people themselves for its own value. Sir George Couper, as stated in the beginning of this review, fears an undue proportion of the funds the State is able to devote to education is spent on a very few, with hardly adequate results.

16. It remains briefly to notice the leading characteristics of the present educational status of the provinces, as brought out in your report for the year. It is clear that so far as University education is concerned, and more especially English University education, there is nothing to be desired, either as regards the character of the institutions at which it is given, or the *personnel* of the tuitional staff, which is quite capable of doing justice to double or treble the numbers at present under their charge. But the people are still unwilling or unable to take advantage of the opportunities offered them. The richer classes, who are able to pay, stand aloof; and the poorer, it is to be feared, regard education simply as giving them a claim to Government appointments hereafter, and feel it as a grievance if they do not get them. The Agra College, with its staff of able professors and empty class-rooms, is a melancholy proof of how little high class education is deemed to be a desideratum by the upper and well-to-do classes of native society. The besetting fault of middle class schools is evidently to neglect the drudgery required for a thorough grounding in elementary subjects, in the delusive hope of achieving showy successes in the Entrance Examination, the result too often being disappointing and discreditable to masters and pupils alike. Too much pains cannot be taken to disabuse masters of the idea that they will be judged solely by the success of their pupils in this or any other examination, and Inspectors should impress on them that their efficiency and claims to promotion are held to depend upon the state of all their classes, low as well as high, and the general

condition of their schools, and should give practical effect to this principle whenever opportunity occurs. For primary schools the chief stumbling blocks are the inefficiency of the teachers, and sometimes of the inspecting staff also, and the apathy or poverty of parents, more especially in agricultural districts, where even the youngest can be usefully employed in the fields. Some leading points in connection with them were discussed in para. 8 of the orders on the last report, and the policy of Government enunciated. It is unnecessary to go over the same ground again; but Sir George Couper would desire to earnestly impress on Inspectors and district committees that it is not sufficient at the end of the year merely to point out the causes which retard progress and prevent efficiency,—a comparatively easy task; but that it is by steady and patient attention to the details of administration during the year alone that reforms can be effected. Much has already been done, and the reports of the Inspectors and district committees alike bear witness to the zeal and intelligence they have brought to bear on the discharge of their duties. His Honor trusts that the numerous defects they have brought to light will soon disappear, so far as it is within the power of administrative ability to remove them.

17. In conclusion, I am to convey the cordial thanks of Government to the Inspectors, Principals, and Professors of Colleges, Members and Secretaries of the Educational District Committees, and the educational staff generally, for the good work done by them during the year. This is the last occasion on which the Educational Report for these provinces will come before Sir George Couper, and His Honor gladly takes the opportunity of placing on record his sense of the very valuable services you have rendered to the department during your long connection with it, and of acknowledging the efficiency you have shown in the discharge of your duties as its head during the past year, to which your full and able report bears witness.

I have the honor to be,

SIR,

Your most obedient servant,

C. ROBERTSON,

Secretary to Government,
N.-W. Provinces and Oudh.

REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH-WESTERN PROVINCES AND OUDH,

FOR THE YEAR ENDING 31ST MARCH, 1882.

By R. T. H. GRIFFITH,

Director of Public Instruction, N.-W. P. and Oudh.

ALLAHABAD:

NORTH-WESTERN PROVINCES AND OUDH GOVERNMENT PRESS.

1882.

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REPORT

ON

PUBLIC INSTRUCTION IN THE N.-W. P. AND OUDH

For the year ending the 31st March, 1882.

SECTION I.—INTRODUCTION AND GENERAL SUMMARY.

INTRODUCTION AND GENERAL SUMMARY.

THE past year has not been marked by any important departmental changes. A Commission, in which these provinces were not represented, assembled, last winter, in Calcutta, to review and consider the present state of the education of European and Eurasian children and to devise means for its extension and improvement. The results of this Commission's inquiries and deliberations have not yet been published. A General Commission, with the wider field of native education, collegiate, secondary, and primary, for exploration and report, also met in Calcutta in February and March last, and is still continuing its inquiries and labours. This Commission, in which the North-Western Provinces and Oudh are duly represented, is to meet again in Calcutta, and its report and recommendations will probably be submitted for the consideration of the Government of India before the end of the present financial year.

2. The year that has just closed was fairly free from abnormal drought, scarcity, and widespread epidemics, but the total number of pupils on the rolls has remained almost stationary. Recovery from the effects of the disastrous autumn of 1879, which diminished by some 20,000 the number of registered pupils, is and still must be slow. On the 31st of March, 1881, the total number on the rolls of schools and colleges of recognized standing—exclusive of private unaided schools which sent no returns—was 225,403, an increase of 3,286 on the total of the preceding year. On the 31st of March, 1882, the total 225,596 showed an increase of only 193 on the returns of 1881. In several districts, cholera, fever, and strict registration have considerably reduced the number of enrolled students, and in no district has there been any remarkable increase. In the average daily attendance, however, which is a far more important criterion, there is a fairly satisfactory and encouraging increase, the figures having risen from 172,232 in 1880-81 to 174,480 in the past year.

3. The following table shows the net cost to the State of the Education Department for the year under review :—

	Rs.
Grand total expended	20,55,432
Non-Government contributions	5,29,806
Net Government expenditure	15,25,626

Receipts and expenditure are summarized as follows for the past year and the year preceding it :—

Receipts.	1880-81.	1881-82.	Expenditure.	1880-81.	1881-82.
	Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.
Municipal grants ...	52,401	52,069	Direction	34,461	35,540
Subscriptions and donations, &c.	1,94,573	1,96,671	Inspection	2,05,731	2,15,915
Fees	1,46,849	1,62,175	Instruction, including grants-in-aid.	16,75,955	16,51,436
Endowments ...	75,867	1,18,891	Building grants ...	10,900	79,547
			Miscellaneous, including scholarships.	48,886	72,994
Total ...	4,69,690	5,29,806	Total ...	19,75,933	20,55,432

The increase of fee receipts—the most tangible proof of the popular appreciation of the instruction offered in our schools—is decidedly encouraging. The increased endowments belong to aided and unaided schools, and the returns which I have received show only their amounts. The increase of expenditure under direction is due to the confirmation in his appointment of the Officiating Mir Munshi and to slightly enhanced contingent charges. Under inspection the increase is caused by the return from furlough of an Inspector in the second grade. The decrease under instruction is merely a correction of accounts, the expenditure on halkabandi scholarships and buildings having been transferred from instruction to its more appropriate heads. The large increase under buildings is mainly in aided schools, the Aligarh college, for instance; and miscellaneous expenditure has been increased by the addition of scholarship charges, which have been transferred from instruction. The percentages on the Government expenditure are, for instruction, exclusive of scholarships and buildings, 82·49; for inspection, 15·04; and for direction, 2·47.

INTRODUCTION AND GENERAL SUMMARY.

4. The following table shows the distribution of the total expenditure on instruction, and the proportions of State expenditure devoted to university, secondary, and primary education. It will be seen that of the whole State expenditure on instruction in Government schools, lower schools, or primary education, receive 52·77 per cent., high and middle schools, or secondary education, receiving 18·63, and colleges, or university education, only 8·60 per cent. Of the State expenditure on instruction in Government and aided schools, primary education receives 60·0 per cent., secondary 24·5, and university 10·4 per cent. In Bombay the State expenditure on instruction appears to be thus distributed: primary education 39·1, secondary 29·0, and university 20. The corresponding figures for the Panjáb appear to be 47·8, 28·5, 9·8, and for the Central Provinces 66·7, 22·8, 2·8. In Bengal the percentages of the total State expenditure are, for primary education 29·1, for secondary 33·7, and for collegiate, general and special, 26·7. The expenditure on primary education in these provinces has been gradually increasing and keeping pace with the actual wants of the people, and still larger allotments will from time to time be asked for those districts in which they can be profitably spent:—

	Government expenditure.	Non-Government expenditure.	Total.	Percentage on total Government expenditure.	*Cost of educating each pupil.* Total cost.	Cost to Government.
I.—Government Schools	Rs.	Rs.	Rs.		Rs. a. p.	Rs. a. p.
Colleges	101,808	37,420	139,228	8·60	272 15 11	199 9 11
High and Middle ...	220,676	26,818	247,494	18·63	49 13 9	44 7 4
Lower	624,944	72,366	697,310	52·77	4 9 4	4 1 9
Special	54,774	423	55,197	4·63	174 10 9	173 5 4
II.—Aided Schools.						
Colleges	21,848	38,900	60,748	1·84	278 10 6	100 3 6
High and Middle ...	70,452	129,307	199,759	5·95	77 14 9	27 7 8
Lower	86,527	141,493	228,020	7·31	17 14 10	6 12 10
Special	3,168	5,603	8,771	·27	45 10 11	16 8 0
III.—Private Schools.						
Colleges	...	2,014	2,014	...	154 14 9	...
High and Middle ...	...	2,415	2,415	...	75 7 6	...
Lower	...	10,480	10,480	...	11 3 9	...
Special	...	...	...	...	...	...
Total ...	11,84,197	4,67,239	16,51,436	100	9 7 5	6 12 7

5. The following table summarizes the leading statistics of all classes of schools for the past year and compares them with the figures for the year preceding:—

	Number of schools.		Number of students.	
	1880-81.	1881-82.	1880-81.	1881-82.
I.—Government Schools.				
Colleges	4	4	590	599
High and Middle	559	522	5,972	6,489
Lower	5,615	5,561	198,093	197,060
Special	22	19	410	345
II.—Aided Schools.				
Colleges	6	6	283	318
High and Middle	84	87	3,086	3,224
Lower	254	270	15,291	16,091
Special	3	5	196	241
III.—Private Schools.				
Colleges	1	1	15	20
High and Middle	3	5	42	50
Lower	44	41	1,425	1,159
Special	...	...	...	...
Total ...	6,595	6,521	2,25,403	225,596
Total average attendance ...	...	...	1,72,232	174,480

Total cost to Government ... { 1880-81 ... Rs. 15,06,243
1881-82 ... „ 15,25,626 }

INTRODUCTION AND GENERAL SUMMARY.

6. The general results of the University examinations in Arts may be summarized as under:—

Examination.	Number of candidates.		Number passed.		Percentage passed.	
	1880-81.	1881-82.	1880-81.	1881-82.	1880-81.	1881-82.
Entrance	425	442	270	190	63·5	42·9
F. A.	91	82	48	42	52·7	51·2
B. A.	41	38	22	8	53·6	21·0
M. A.	8	7	7	4	87·5	57·1
Total ...	565	569	347	244	61·4	42·8

7. As regards the entrance and the B. A. examinations these results are most unsatisfactory, especially when they are compared with the results of the preceding year. In the First Arts and the M. A. examinations our candidates have acquitted themselves creditably; but on the whole, so far as the University examinations are concerned, the past year has not been a year of brilliant success.

8. But, though colleges and high schools have been comparatively unsuccessful, middle schools, both English and vernacular, have shown signs of decided improvement. In the middle class anglo-vernacular examination 274 passed out of 889 candidates, as against 174 out of 883 in the preceding year. In the middle class vernacular examination 514 candidates passed out of 1,308, as against 348 out of 1,211 in 1880-81.

9. The normal schools in the North-Western Provinces and the normal classes in Oudh have been carefully and successfully managed, and the pupils who passed the final qualifying examinations appear to be equal in number, ability, attainments, and character to those who preceded them. A central normal school for Oudh was established early in the current financial year.

10. The past year has not been one of uniform success, and I can record no rapid or striking advance or improvement in public instruction. Still I believe that a fair year's work has been done, and that in some important points considerable progress has been made.

SECTION II.—CONTROLLING AGENCIES.

CONTROLLING AGENCIES.

11. The system of departmental control has remained unchanged. Mr. Constable, Inspector of the Meerut Division, has continued absent on furlough throughout the year, and the rest of the Inspectors, permanent and officiating, have, with some intermissions of privilege leave, remained at their respective posts. Mr. Goulding has been in charge of the Meerut Division; Mr. Lloyd, of Agra; Mr. Graves, of Rohilkhand; Mr. Dodd, of Allahabad; Mr. DeMello, of Benares; Munshi Sohan Lal, of Jhánsi; Pandit Buddhiballabh Panth, of Kumaun; and Mr. Nesfield, of Oudh. All these officers have spent the usual camping season in tours of inspection, and have visited and examined all Government and aided high and middle schools, English and vernacular, and tested as many of the primary schools as they could visit or conveniently assemble. The district school committees of the North-Western Provinces have supervised and controlled middle and primary vernacular schools as usual; the duties and powers of the Inspectors being confined, as far as these classes of schools are concerned, to visitation, examination, suggestion, and report. But the Deputy Inspector is, as a rule, the executive officer of each school committee; he sees that the orders passed by the committee are carried out, and his recommendations as to the reward, punishment, and general discipline of the teachers are generally acted upon. Our Deputy Inspectors are with some few exceptions intelligent, judicious, zealous, and energetic, and they do good service, both in quantity and quality, for the pay—scanty in the lower grades—which they receive. The district school committees, as well as the Inspectors, generally bear testimony to their diligence and conscientious discharge of their duties. In Oudh, middle and primary schools have remained as before under the immediate supervision and control of the Inspector and his staff, the district officers not being responsible for the management of the schools, which they are always willing to encourage and aid.

12. The Sub-Deputy Inspectors in the North-Western Provinces, whose special duties are the inspection and examination of primary vernacular schools, have generally performed those duties to the satisfaction of the committees whose subordinates they are. One of the number has lately been promoted for long and meritorious service to a Deputy Inspectorship, a post in which he had several times officiated with credit. Such promotion is not common, chiefly because it is desirable, though not absolutely necessary, that Deputy Inspectors should have a tolerable knowledge of English, a qualification which Sub-Deputy Inspectors seldom possess.

SECTION III.—UNIVERSITY EDUCATION.

UNIVERSITY EDUCATION.

13. The institutions for university education and its equivalent are eleven in number as before. They are the English Government Colleges at Agra, Allahabad, and Benares, the Canning College and the Muhammadan Anglo-Oriental College, both aided by the Government; the unaided College department of the London Mission High School at Benares; the Oriental departments of the Government College at Benares and of the aided Colleges at Lucknow and Aligarh, and the Law Classes at Allahabad and Lucknow. Besides these, which appear in the returns, St. John's College, Agra, has first and second year classes,* and La Martinière at Lucknow prepares students who have passed the entrance examination for professional study at the Engineering and Medical Colleges. The Roorkee College is a special imperial institution unconnected with the Education Department.

14. The results of the University examinations are less satisfactory than those of last year, but the Muir Central College and the Canning College still maintain or have enhanced their high reputation in this as well as in other respects. In the examination for honours in Arts the Muir College passed four of its six candidates, three of whom were placed in the first division. The other Colleges, in which M. A. scholarships are not tenable, are not expected to prepare students for this examination. Benares sent up one candidate in Physical Science, but he failed to pass. Agra and Canning sent up no candidates. The Muhammadan Anglo-Oriental College and St. John's have not yet worked up to the B. A. standard, and some time must elapse before either of them can prepare candidates for the higher examination. The Muir College also passed two out of four candidates for the degree of Bachelor of Law. No candidate appeared for this examination from Canning College.

15. In the B. A. examination the results as compared with 1881 and preceding years are very unsatisfactory, only eight students having passed, out of 38 candidates, from the Colleges of the United Provinces, as against 22 out of 41 in 1881 and 17 out of 41 in 1880. Of these 8, the Muir Central College passed 5 and Canning College 3; the former having one and the latter two candidates in the first division. Agra sent up five candidates and Benares seven, but none passed from either college. The percentage of successful candidates was only 16·66 for the North-Western Provinces and 27·27 for Oudh, against 47·05 and 53·84 last year. The percentage for Bengal also has fallen from 42·71 to 30·74, and the total percentage for the Presidency from 44·03 to 29·32. Thus comparative failure in the last B. A. examination was general, but in the North-Western Provinces it was most conspicuous.

16. In the First Art's examination I have better results to record, 42 students having passed as against 48 last year, four having been placed in the first division, 23 in the second, and 15 in the third. Canning College heads the list both in number and quality, passing 14 with two students occupying the fourth and fifth places in the first division of the general list for the whole Presidency. The Muir Central College passed seven, with one, seventh in the general list, in the first division. Agra passed six, with one in the first division; Benares passed seven, five of whom were in the third division; the Muhammadan Anglo-Oriental College passed five; the London Mission School, Benares, two, and St. John's College School, one. The percentage of passed candidates, which has fallen for the North-Western Provinces and risen for Oudh, is 50·86 for the former and 51·72 for the latter. The percentage for Bengal, with its tenfold number of candidates, is 35·41, and that for the whole Presidency 37·60.

17. The following account of the progress or condition of the colleges of the North-Western Provinces and Oudh is taken from the annual reports of the Principals:—

Muir Central College.—In the number of students, says Mr. Harrison, "the increase (83 as against 79) is but small, and the paucity of numbers (7) in the third, year class is to be regretted . . . I anticipated that the abolition of the third and fourth year classes of the high school at Jubbulpore would largely recruit its numbers; but the eleven of that school who chose to continue their studies went in a body to the Canning College, though it is more distant from their homes . . . . . At Lucknow they have to pay only one rupee as the fee in the third-year class as against five rupees monthly here . . . This quintuple charge is a great deterrent and far outweighs the consideration of being nearer home. As long as this disproportion of charge exists it must operate to the disadvantage of our numbers . . . . . Our professors are to be congratulated on the more than common success achieved by their pupils. Of ten that appeared in the F. A. examination one came out in the first, five in the second, and one in the third division. Only one failed in English. Fifteen sent in their names for the B. A. examination, but only thirteen appeared, and not a few were suffering from fever contracted on the journey to Agra. Of these thirteen, only one obtained a good place in the first division, one in the second, and three in the third. English was fatal to all the rest, and Physics and Physical Geography to six. This last was an unusual result. Six went up for honours, *viz.*, one in Arabic and five in Physics. The first, Hashmat-ullah, passed in the first division, and is the only student who has

* The returns, received too late for insertion, show 13 students on the roll, costing for tuition Rs. 331 per head.

carried off this distinction since the honour lists were instituted in 1867. He has been awarded by the University a gold medal and books to the value of Rs. 100. Maulvi Zaká-ullah may be justly proud of his pupil's success. Krishna Rao Bhatt and Vinayak Moreshwar were placed in the first class of honours in Physical Science, and Harilakshman Indrakar in the second. The first named, having gained the second place in his class, has received the University silver medal and books to the value of Rs. 100. Two others failed. This result is better than in any former year, and it reflects the greater credit on Mr. S. A. Hill, our Science Professor, that, although frequently an examiner, on this occasion his boys were tested by others.

18. "In the Law Department examinations, *viz.*, in Calcutta for the B. L. degree, and here for Pleaderships in the High and District Courts, we are more than satisfied. At Calcutta, Purna Chunder Mookerjee and Binod Behari Ghosh were placed in the second division. For the High Court, two students and one ex-student of the Law class passed, and one student was pronounced qualified as a pleader in the Upper Subordinate Courts.

19. "During the year we have had the Commissioner's old cutcherry transferred to us as a boarding-house. It is conveniently situated in regard to both the temporary and the new college buildings, and is a great boon, though the accommodation is not sufficient for our present wants.

20. The splendid edifice which is to be our future home advances rapidly towards completion, but another year or 15 months will be the shortest period in which the tower and the dome of the Vizianagram Hall can be finished. The science class rooms in a detached brick building will not require a longer time, though their erection has not yet commenced."

21. *Agra College.*—Mr. Deighton writes in a less satisfied and less hopeful strain :—"The state of the college, as tested by the University examinations, is lower than it has been for some years. Nor have we anything in a large increase of numbers to compensate for the want of good quality. During the past year the College department was made up of twenty-nine students in all. Of these, sixteen went up for the University examinations, five for the B.A. and eleven for the F.A. The B.A. candidates all failed, three in English, three in the 'second language,' and all in mathematics. I can hardly say that I was disappointed, for there was not one student of whose success I felt confident. . . . . The F.A. class was a better one and six of the eleven passed, one in the first, four in the second, and one in the third division. As the percentage of successful candidates throughout the Presidency was only 40, we were above the general average, and it is satisfactory that so many should be in the first and second divisions . . . . . The breakdown of the entrance class of course affects the college department, and in the first-year class we have now only five students."

22. The college must not be judged by the results of the last B.A. examination, in which several colleges in Bengal as well as in the North-Western Provinces failed to pass a single candidate. The F.A. class acquitted itself creditably ; the number of students has slightly increased, and the expenditure per head, excessive though it still is, shows a very considerable decrease. Next year Mr. Deighton will take two years' furlough, and during his absence a very large reduction of expenditure will be effected. The college will, I hope, be allowed this further trial under other and less highly paid management, for although in theory one Central English College is sufficient for the present needs of the students of the North-Western Provinces, experience has shown that the abolition of a college is practically the exclusion from college education of many young men who would have profited by it and who will not seek it at a distance. The Agra College has done excellent work and has trained many men who have done the State good service. It may yet have a bright future before it, and it deserves, I think, the further trial, under other conditions, which will, I trust, be allowed it.

23. *Benares College.*—Dr. Thibaut, the Principal, reports as follows:—

"*Sanskrit College.*—No changes have taken place in the staff of Professors during the year under report. Pandit Bapu Deva Sastri, C.I.E., Professor of Mathematics and Astronomy, has received an increase of pay from Rs. 120 to Rs. 200. The total number of students in the Sanskrit College in December, 1881, was 407, against 418 in December, 1880.

24. "The examinations at the end of the year were again conducted partly on the old plan, partly on the new examination scheme, which comprises three graded examinations. It is intended by-and-bye entirely to replace the old scheme by the new one, which change can however be effected slowly only, as it will take some time to familiarize the Pandits with the new course of studies, which comprises a greater number of subjects than an ordinary student of Sanskrit is in the habit of taking up. Meanwhile it is gratifying to find that this year already a good number of the better students of the Sanskrit College presented themselves for each of the three graded examinations, not only for the highest examination as last year. The results in all three examinations were remarkably good; rightly to understand them we have however to keep in view that, owing to the peculiar circumstances of the case alluded to above, only the ablest students of the college were in a position to compete.

UNIVERSITY EDUCATION.

25. "In the first examination (prathamá parikshá) 36 students presented themselves; out of these 25 passed. Twelve students appeared in the middle examination (madhyamá parikshá); out of these 11 passed. In the highest (áchárya) examination 10 students appeared, out of whom seven were successful.

"Some of the students who obtained the title of Áchárya passed with very great distinction, giving proofs of a very thorough mastery of their respective Śástras. In order still more to raise the character of the highest examination, the title of Áchárya will in future be given to those candidates only who succeed in obtaining more than 60 marks out of 100, while those who obtain from 40—60 marks will receive the designation Upádhyáya.

26. "Three of the students who appeared and passed in the first examination were outsiders belonging to the Oriental department of Mirzapur zila school. It is to be hoped that in future other schools too will follow this example and prepare candidates for the Benares examinations. Those students who did not appear in the graded examinations underwent the usual annual examination, with fair results on the whole.

27. "The interest taken by the friends of Sanskrit studies among the inhabitants of Benares in the new Sanskrit examinations was evinced by our receiving several handsome gifts, in order to enable us to give prizes to the students who passed in the Áchárya examination. Moreover, a considerable sum of money which had been raised among the Bengali residents of Benares for the purpose of commemorating the late visit of His Excellency the Viceroy to Benares has, on the proposal of Bábú Pramadádás Mittra, been turned into a fund whence to bestow annual prizes, to be called Ripon prizes, on those students who pass the abovementioned examination with the greatest credit.

28. "The *Benares Sanskrit series*, started last year, has made some progress. Two more parts of the *Siddhánta Tattwa Viveka* have been published by Pandit Sudhákar. Moreover, the first part of Kumárila Bhatt's *Tantra Vártiká*, edited by Pandit Dhundhiráj, and an edition and translation of an elementary Mimánsá book, the *Arthasamgraha*, brought out by myself. I am glad to be able to state that Dr. Lazarus has resumed the publication of the *Pandit*, which had been discontinued in 1879. Three numbers, January to March, 1882, are to appear immediately, and the publication will then be continued in regular monthly parts. It will contain among other important Sanskrit works the Dhátu Vritti, Mádhava's exhaustive treatise on Sanskrit roots, an edition of which book has long been a desideratum. The *Pandit* and the *Sanskrit Series* together will afford to the Pandits every desirable facility of rendering, by means of accurate editions and explanations of difficult points, their learning useful to European Sanskrit scholars.

29. "The Sanskrit library, under the management of Pandit Dhundhiráj Sástri, has, during the year under report, acquired a good number of valuable manuscripts.

30. *English College.*—"The English College numbered in December, 1881, 53 students against 54 in December, 1880. It re-opened in January with 55 students, which number increased to 61 up to 31st March, 1882 Out of these 61, 17 are reading for the B.A. examination and 44 for the F.A. examination; 32 students have taken up the A. course, 29 the B. course.

31 "The College was very unfortunate in the last B.A. examination, as of the seven candidates none succeeded in passing. The results of the examination were good in Chemistry and Physical Geography, fair in English, bad in Physics and Mathematics; the nearly total want of success in the two lastmentioned subjects causing the completeness of the failure of the class. The paper in Physics is said to have been exceptionally difficult, an assertion which seems to be borne out by the fact of other Colleges also having been more or less unsuccessful in the same examination.

32. "Of the 13 students who presented themselves for the F.A. examination, seven passed, two in the second and five in the third division. The failures call for no special remarks.

33. "No change took place in the staff during the year under report. Mr. Kibble, Professor of English Literature, enjoyed privilege leave for three months, during which Mr. A. Venis officiated for him.

34. "There were 70 boarders in the beginning and 75 at the end of the year 1881. Of these, 52 were self-supporting and 23 scholarship-holders. The general conduct and the health of the boarders (partly college and partly school students) are reported to have been good throughout the year."

35. *The Muhammadan Anglo-Oriental College* has not yet sent up candidates for the B.A. examination, but it has now a promising fourth-year class, and there is every reason to hope that it will be fairly successful when the time of trial comes. In the F.A. examination this College passed five out of eight candidates, which is a very satisfactory result. Four of these were in the second division and one in the third. The number of students has risen from 28 to 31, and the general progress that the College is making is decidedly encouraging. A Government grant of Rs. 10,000 to the building fund was sanctioned in the past year.

36. *St. John's College, Agra*, passed one in the second division out of three candidates, and the London Mission School, Benares, passed two out of seven, one in the second and one in the third division. These institutions are aided as high schools

only, and they need only a brief notice here. I visited them both lately, and willingly testify to the good work which each is doing, although from a departmental point of view I consider that this work might be done more efficiently in the Government Colleges of Agra and Benares.

37. The *Canning College*, under the management of Mr. White, the Principal, assisted by Mr. Gall, Mr. Pirie, and three Native Professors of Sanskrit and Law, Arabic and Persian, has achieved very creditable results in the year under review. On the 31st of March, 1882, there were 126 undergraduates on the rolls of the English College as against 111 on the same day of the preceding year. "Three students graduated as B. As., two of them being in the first division. Priyanath stood third on the University list and first among all candidates who selected the Science course. Fourteen students passed the first examination in arts, two of these being in the first division and six in the second. The two who passed in the first division stood fourth and fifth in the whole University and at the head of the list for the Upper Provinces. Canning College stands at the head of all Colleges in Upper India at this examination." The work of the first and third year classes has been fairly satisfactory.

As regards the failure of eight out of the 11 students who went up for the B.A. examination Mr. White says :—"I had no fault to find with any of the students of the class on the score of industry. They were also, so far as their varying abilities enabled them to grasp the different subjects, fairly well prepared for the examination; and judging from the results of former years, we should have expected about the usual number to pass. We were disappointed. Two out of the three who did pass took a good place, but the failure of the remainder simply struck us with astonishment; and this the more, inasmuch as they were fully equal to any of their predecessors in English literature and science, the subjects in which we generally excel, and it was in these very subjects they failed. In one sense we have no cause to murmur, for whole Colleges went down at this examination like grass before the scythe of the mower." One student took up Mathematics for the M. A. examination, but failed to pass.

38. The number on the rolls of the Law class has risen from 11 to 29, and the students have improved in earnestness and attention to their work. Lectures were delivered on the Principles of General Jurisprudence; Land Tenures in Bengal and the North-Western Provinces; the Law of Contracts and Torts; Hindu and Muhammadan Law; the Law of Mortgage; and the Law of Evidence. The results of the examinations are satisfactory. One student passed, fifth on the general list, the Allahabad High Court examination, and three passed the Upper Subordinate examimation; two passed with credit the Oudh Pleadership examination." Three students sent in applications for the B. L. examination of the Calcutta University. One of them was unwell and could not appear. The other two obtained pass marks in all the subjects, but failed to secure the aggregate number which is necessary before a student can be entitled to the B. L. degree."

39. The Oriental Department appears to call for little notice. Two students of the first Sanskrit class passed an examination instituted by the Panjáb University College, and a student in the second class passed the Departmental Middle-class Anglo-Vernacular examination and obtained a Government scholarship. The three other teachers who prepare students for the Lahore College examinations had no candidates ready, "as, without due notice or reason assigned, the College authorities in Lahore antedated the time of examination by six months."

40. "The boarding-house has accommodation for 30 students. Every room was fully occupied, and several applications had to be refused."

41. I may mention, in concluding this section, that a revised scheme for University examinations has, after long discussion and consideration, been matured by the Senate and finally sanctioned by the Governor-General in Council. This scheme, which is a great improvement on the present scheme, will, as regards the F.A. examination, take effect from the 1st of January, 1884, and in the following year will affect the B.A. and M.A. examinations. For the F.A. examination some most objectionable text-books are discarded, and, with other changes, psychology is abolished in favour of elementary physics. For the B.A. examination the changes are still more important. Three subjects only are required instead of five: the Mathematical course is altered by the omission of Astronomy and the substitution of Statics; and the Natural and Physical Sciences course is deepened and widened. Moreover, the present Honour Triposes are abolished, and candidates must take up in the B. A. examination the subject in which they wish to take honours.

SECTION IV.—SECONDARY INSTRUCTION.

42. There is an increase of 663 pupils in high and middle English and vernacular schools of all classes, the increase in pupils of Government schools being 517. The decrease of 37 in the number of Government schools is explained by the reduction—which may with advantage be carried much further—of ambitious and unsuccessful middle halkabandi schools to the lower class, from which they had been unnecessarily and prematurely raised. English high schools are tested by the University entrance examination; and middle schools, English and vernacular, by the middle-class examinations of the department.

SECONDARY INSTRUCTION.

43. The details of the entrance examination of December, 1881, are shown, school by school, in the following tables :—

Schools.	Number of candidates.	Number passed.			
		I.	II.	III.	Total.
Government Schools, N.-W. P.					
Benares	35	2	7	7	16
Agra	11	...	2	2	4
Bareilly	21	1	4	2	7
Allahabad	22	1	11	6	18
Etáwah	9	1	2	1	4
Moradabad	6	...	4	2	6
Mirzapur	5	...	2	1	3
Aligarh	5	...	1	1	2
Sháhjahánpur	3	...	1	1	2
Cawnpore	15	...	2	...	2
Muttra	5	...	2	...	2
Farukhabad	7	...	...	3	3
Bánda	5	...	1	...	1
Meerut	3	1	1	...	2
Total	159	6	40	26	72
Aided Schools, N.-W. P.					
Jay Narain's College, Benares	7	...	...	...	...
London Mission High School, Benares	5	...	1	2	3
Bengalitola Preparatory School, Benares	20	...	...	...	...
St. John's College, Agra	12	...	2	4	6
Victoria College, Agra	3	...	2	...	2
St. Peter's College, Agra	3	...	...	...	...
Muhammadan Anglo-Oriental College, Aligarh	16	...	7	1	8
St. George's College, Mussoorie	4	1	3	...	4
Christ Church School, Cawnpore	1	...	...	...	...
Memorial School, Cawnpore	2	...	1	...	1
Boys' High School, Allahabad	4	1	2	1	4
Girls' High School, Allahabad	2	...	2	...	2
London Mission School, Mirzapur	2	...	...	1	1
Church Mission School, Jaunpur	2	...	1	1	2
Victoria School, Gházipur	9	...	1	2	3
Mission School, Ghazipur	12	...	1	3	4
Ditto, Azamgarh	4	...	...	1	1
Ditto, Gorakhpur	4	1	...	...	1
Ditto, Meerut	6	...	1	1	2
Ditto, Almora	2	...	1	1	2
Ditto, Dehra Dún	1	...	...	1	1
Ditto, Ditto, for girls	1	...	...	1	1
Diocesan Boys' School, Naini Tal	3	2	...	1	3
Girls' School, Cawnpore	2	...	1	..	1
Total	127	5	26	21	52
Private Unaided.					
Mufid-i-Khaláik School, Aligarh	1	...	...	...	...
American Mission School, Allahabad	9	...	3	...	3
Mussoorie School	6	5	1	...	6
Wood's Academy	6	1	1	...	2
Private candidates	14	1	2	...	3
Total	36	7	7	...	14
Grand Total	322	18	73	47	138
Government Schools, Oudh.					
Fyzabad	9	...	5	2	7
Bahraich	3	...	1	...	1
Hardoi	9	1	1	3	5
Bara Banki	5	...	3	...	3
Sultanpur	4	...	...	1	1
Unao	7	1	1	...	2
Lakhimpur	4	1	3	...	4
Gonda	4	...	2	1	3
Rae Bareli	5	...	...	...	...
Partabgarh	7	1	3	...	4
Sitapur	4	1	...	...	1
Total	61	5	19	7	31

Schools.	Number of candidates	Number passed.			
		I.	II.	III.	Total.
Aided Schools.					
Canning College, Lucknow	26	...	4	6	10
Church Mission School, Lucknow	10	1	1	...	2
Bahrampur School	4	...	...	...	...
Total ...	40	1	5	6	12
Private Unaided.					
La Martiniere College, Lucknow	17	1	5	3	9
Private candidates	2	...	...	...	...
Total ...	19	1	5	3	9
Grand Total ...	130	7	29	16	52
GRAND TOTAL N.-W. P. AND OUDH ...	442	25	102	63	190

44. In my last report I observed that the unusually high success of our candidates for this examination in 1880 must be attributed rather to a great and sudden reduction of the standard than to any extraordinary improvement in the quality of the candidates or of the instruction which they had received, and that a return to the former standard would be followed by an apparent falling off. Accordingly the results of the last examination are, when compared with the previous year's abnormal success, exceedingly poor, and moreover they are absolutely unsatisfactory. The grand total of passed candidates is only 190, as against 270 in 1880, with 25 in the first division as against 60 of the preceding year. The percentage of successful candidates is 42·72 for the North-Western Provinces and 43·36 for Oudh. These figures compare unfavourably with the percentages of 1880, but they are higher than those of 1879. They are decidedly unsatisfactory as compared with the percentages for Bengal and the Central Provinces, and they fall below the total percentage for all the provinces in the jurisdiction of the University, which for 1881 is 47·97. The Government schools of the North-Western Provinces passed 72 candidates with six in the first division, against 109 with 19 in the first division in 1880; aided schools passed 52 with five in the first division, against 78 with 19 in the first division; and the unaided schools 14 with seven in the first division against 14 and six. In Oudh, the Government schools passed 31 candidates with five in the first division against 33 and four in the preceding year; aided schools passed 12 with one in the first division, against 23 and six; and unaided schools passed nine with one in the first division, against 13 and six respectively in the year before. Oudh has done better than the North-Western Provinces in this examination, and this superiority is the more creditable, inasmuch as, the zila schools of Oudh being as a rule much less costly than those of the North-Western Provinces, these results have been obtained more cheaply. Fyzabad, Hardoi, Bara Banki, Lakhimpur, Gonda, and Partabgarh have done remarkably well. In the North-Western Provinces, Allahabad has done very well and Benares fairly. Moradabad passed all its six candidates. Bareilly, Agra, and Cawnpore have failed conspicuously. Four girls passed the examination, two of whom went up from the pupil-teacher class of the Girls' High School, Allahabad, one from the Memorial School, Cawnpore, and one from the Mission School, Dehra Dún. The girl from Cawnpore, a Native Christian, has obtained a scholarship and is continuing her studies in Calcutta for the F.A. examination.

45. The results of the departmental middle class Anglo-vernacular examination are much more satisfactory than those of 1880. They show generally that more attention in the right direction has been devoted to the third classes of high schools and the first classes of middle English schools. Government schools passed 178 candidates, against 123 in 1880, and 151 in 1879; aided schools 64, against 43 and 56, ; and 32 candidates privately educated, or from private unaided schools, were successful, against 6 and 15.

The following tables give details for all the schools that were examined, and show a total of 274 (including private candidates) passed against 172 in 1880 and 222 in 1879:—

SECONDARY INSTRUCTION.

Result of the Middle-Class Anglo-Vernacular Examination, 1881.

GOVERNMENT HIGH SCHOOLS, NORTH-WESTERN PROVINCES AND OUDH.

Schools.	Number of boys examined.	Passed.	Failed.	Details of failure.				Percentage of passed boys.
				English.	Second language.	History and Geography.	Elementary Mathematics.	
N.-W. PROVINCES.								
Meerut	21	11	10	4	2	7	...	52·3
Aligarh	22	6	16	4	8	9	8	27·2
Muttra	12	3	9	3	4	1	4	25·0
Agra	20	7	13	7	7	1	8	35·0
Farukhabad	6	5	1	1	...	...	1	83·3
Etáwah	20	9	11	7	4	1	3	45 0
Moradabad	11	6	5	1	2	3	...	54·5
Bareilly	41	5	36	17	27	19	13	12·1
Sháhjahánpur	11	9	2	1	...	1	...	81·8
Cawnpore	19	7	12	5	2	2	8	36 8
Banda	8	6	2	...	1	1	1	75·0
Allahabad	30	10	20	7	15	10	10	33·3
Mirzapur	13	1	12	11	9	5	4	7·6
Benares	37	3	34	22	21	22	23	8·1
Total ...	271	88	183	90	102	82	83	32·4
OUDH.								
Unao	7	2	5	5	1	...	1	28·5
Bara Banki	6	3	3	...	1	2	...	50·0
Sitapur	7	...	7	6	2	4	1	...
Hardoi	12	3	9	2	1	5	1	25·0
Lakhimpur	7	3	4	2	1	3	4	42·8
Fyzabad	20	11	9	5	2	4	5	55·0
Bahraich	6	2	4	3	1	1	1	33·3
Gonda	10	2	8	5	4	3	...	20·0
Rae Bareli	9	4	5	4	3	2	3	44·4
Sultanpur	6	1	5	3	...	1	2	16·6
Partabgarh	6	2	4	3	3	1	1	33·3
Total ...	96	33	63	38	19	26	19	34·3
GRAND TOTAL ...	367	121	246	128	121	108	102	32·9

GOVERNMENT MIDDLE SCHOOLS, N.-W. PROVINCES.

Schools.	Number of boys examined.	Passed.	Failed.	Details of failure.				Percentage of passed boys.
				English.	Second language.	History and Geography.	Elementary Mathematics.	
N.-W. PROVINCES.								
Saháranpur	10	6	4	3	...	2	1	60·0
Muzaffarnagar	6	5	1	1	...	1	...	83·3
Bulandshahr	6	6	...	...	...	...	...	100·0
Mainpuri	6	6	...	...	...	...	...	100·0
Etah	7	...	7	5	1	4	3	...
Bijnor	9	7	2	...	...	1	2	77·7
Budaun	15	5	10	5	7	3	2	33·3
Fatehpur	7	5	2	2	...	...	...	71·4
Hamírpur	5	1	4	3	2	2	...	20·0
Jaunpur	12	7	5	2	2	2	...	58·3
Jhánsi	5	3	2	1	...	1	1	60·0
Kálpi	5	3	2	...	2	1	1	60·0
Lalitpur	3	3	...	...	...	...	...	100·0
Total ...	96	57	39	22	14	17	10	59·3

Result of the Middle-Class Anglo-Vernacular Examination, 1881.

AIDED HIGH SCHOOLS, NORTH-WESTERN PROVINCES AND OUDH.

Schools.	Number of boys examined.	Passed.	Failed.	Details of failure.				Percentage of passed boys.
				English.	Second language.	History and Geography.	Elementary Mathematics.	
N.-W. PROVINCES.								
American Presbyterian Mission School, Dehra.	3	2	1	1	1	1	...	66·6
Church Mission School, Meerut ..	22	3	19	16	11	9	1	13·6
Muhammadan Anglo-Oriental College, Aligarh.	10	5	5	...	3	2	2	50·0
St. John's College, Agra ...	16	1	15	9	12	6	4	6·2
Victoria High School, Agra ...	4	...	4	...	2	1	2	...
Boys' Orphanage School, Sháhjahánpur,	3	...	3	...	...	1	2	...
Christ Church School, Cawnpore ...	6	2	4	1	1	1	3	33·3
Church Mission School, Jaunpur ...	8	...	8	3	5	6	3	...
Church Mission School, Azamgarh ...	7	3	4	2	2	4	...	42·8
London Mission School, Mirzapur ...	14	2	12	10	8	5	4	14·2
Bengalitola Preparatory School ...	6	2	4	3	2	3	4	33·3
London Mission School, Benares ...	16	2	14	13	11	12	11	12 5
Jaynarain's College, Benares ...	20	...	20	13	17	19	19	...
Victoria School, Gházipur ..	12	2	10	6	4	4	1	16·6
German Mission School, Gházipur ...	13	3	10	9	7	4	4	23·0
Church Mission School, Gorakhpur ...	15	5	10	6	6	5	4	33·3
London Mission School, Almora ...	12	6	6	3	1	3	2	50·0
Total ...	187	38	149	95	93	86	66	20·3
OUDH.								
Canning College, Lucknow ...	22	10	12	7	4	5	3	45·4
American Mission Centennial City High School, Lucknow.	6	2	4	3	4	3	3	33·3
Church Mission High School, Raja-ka-Bazar, Lucknow.	22	1	21	14	11	16	17	4·5
High School, Balrampur, Gonda ...	7	...	7	5	4	7	6	...
Total ...	57	13	44	29	23	31	29	22·8
GRAND TOTAL ...	244	51	193	124	116	117	95	20·9

AIDED MIDDLE SCHOOLS, N.-W. PROVINCES AND OUDH.

Schools.	Number of boys examined.	Passed.	Failed.	Details of failure.				Percentage of passed boys.
				English.	Second language.	History and Geography.	Elementary Mathematics.	
N.-W. PROVINCES.								
A. P. M. School, Saháranpur ...	11	3	8	4	5	2	3	27·2
Orman School, Roorkee	5	...	5	1	3	4	3	...
A V. School, Háthras	8	2	6	1	2	3	2	25·0
Committee School, Fatehgarh ...	3	...	3	2	2	1	...	...
C. M. School, Moradabad	5	2	3	1	2	3	3	40·0
Subscription School, Colonelganj ...	10	...	10	6	7	7	10	...
A. V. School, Gayanpur	1	...	1	1	...	...	...	...
Chashma-i-Rahmat School, Gházipur ...	6	...	6	6	1	2	2	...
C. M. School, Basti	3	2	1	1	...	1	...	66·6
A. V. School, Ballia	10	...	10	6	7	6	3	..
Mission School, Chopra Paori ..	4	...	4	1	3	4	4	...
Total ...	66	9	57	30	32	33	30	13·6
OUDH.								
A. M. School, Nakhas, Lucknow ...	8	2	6	2	2	1	4	25·0
Middle School, Mahmudabad, Sitapur ...	1	...	1	1	...	1	...	...
Middle School, Bhinga, Bahraich ...	4	2	2	1	1	2	2	50·0
Total ...	13	4	9	4	3	4	6	30·7
GRAND TOTAL ...	79	13	66	34	35	37	36	16·4

Result of the Middle Class Anglo-Vernacular Examination, 1881.

PRIVATE SCHOOLS AND CANDIDATES, NORTH-WESTERN PROVINCES AND OUDH.

SECONDARY INSTRUCTION.

Schools.	Number of boys examined.	Passed.	Failed.	Details of failure.				Percentage of passed boys.
				English.	Second language.	History and Geography.	Elementary Mathematics.	
N.-W. PROVINCES.								
Dehra Dún	4	1	3	...	2	3	2	25·0
Saharanpur	3	2	1	1	...	1	1	66·6
Meerut	1	...	1	1	1	1	1	...
Aligarh	6	3	3	1	2	...	1	50·0
Muttra	2	...	2	2	...	...	...	...
Agra	6	1	5	5	3	4	5	16 6
Farukhabad	4	2	2	1	1	1	1	50 0
Mainpuri	6	3	3	1	1	1	...	50·0
Etáwah	1	1	...	...	...	...	...	100·0
Etah	4	2	2	1	...	...	2	50·0
Bijnor	1	1	...	...	...	...	...	100·0
Budaun	6	1	5	3	1	3	3	16·6
Bareily	11	1	10	4	8	7	5	9·0
Sháhjahánpur	1	...	1	...	...	...	1	...
Pilibhít	3	...	3	2	2	1	...	...
Cawnpore	5	3	2	...	...	1	2	60·0
Fatehpur	3	...	3	2	3	1	1	...
Bánda	2	2	...	...	...	...	...	100·0
Hamírpur	1	...	1	1	...	1	...	...
Allahabad	18	6	12	8	8	8	10	33·3
Mirzapur	3	1	2	1	1	1	...	33·3
Benares	1	...	1	1	...	...	...	...
Gházipur	3	...	3	3	3	2	2	...
Gorakhpur	1	...	1	...	...	...	...	...
Basti	1	...	1	...	...	...	1	...
Jhánsi	1	...	1	1	1	1	...	...
Jalaun	1	...	1	1	1	...	...	...
Total ...	99	30	69	40	38	37	38	30·3
OUDH.								
Lucknow	1	1	...	...	...	...	...	100·0
Fyzabad	3	1	2	2	...	1	1	33·3
Total ...	4	2	2	2	...	1	1	50·0
GRAND TOTAL ..	103	32	71	42	38	38	39	31·0

46. Benares, Mirzapur, Bareilly, and Sultanpur have failed conspicuously. Several high schools—for instance, Meerut, Etáwah, Sháhjahánpur, Cawnpore, and Fyzabad—have achieved most satisfactory results, and many of the smaller schools have done well with their smaller and more easily managed classes. Bulandshahr and Mainpuri passed all their candidates, but these were only six in each school. The skill, powers, and industry of a teacher are not fully tried until he has some five-and-twenty boys to teach in one class. Several aided schools have failed utterly, Jay Narayan's school (which also failed utterly in the entrance examination) being the most conspicuous instance. Still, even in aided schools, the results on the whole show decided improvement, and I believe that the masters are doing their best to teach the prescribed subjects as they ought to be taught. It will be remembered that the standard of this examination is comparatively higher than that of the University Entrance Examination. A revised scheme was sanctioned last year and is now in force, by which the course in Mathematics is increased, Sanskrit is admitted as an optional second language, the sanitary primer is prescribed as a compulsory subject, and several changes in details are introduced.

47. I regret to have to record that, owing to the want of proper precautions on the part of the chief examiner, copies of some of the examination papers were stolen by or on account of some of the Allahabad candidates before the day fixed for the beginning of the examination. I was at Jhánsi at the time, and the examination was over before I received information of what had occurred. As copies of the stolen papers might possibly have been sent to the most distant schools, I was obliged to quash the examination so far as regarded these subjects, and hold a second examination as soon as the necessary arrangements could be made. This is the first mishap of the kind that has occurred since the institution of these examinations, and I trust it will be the last. I deeply regretted the delay, expense, and hardship involved in holding a second examination, but it was impossible to avoid this course. Mr. Gordon, headmaster of the Allahabad zila school, with three of his staff, undertook the examination in English, Mathematics, and Hindi, and Mr. Casabon, headmaster of Cawnpore, with some of his staff, undertook the remaining subjects. The labour of examination is becoming year by year more serious, and as the examinations are of the greatest importance to hundreds of candidates, a permanent paid board of examiners is, in my opinion, an absolute necessity. The headmasters and teachers who are now selected for the task have to devote the whole of their Christmas holidays to looking over papers. They get nothing for their very heavy and disagreeable work, and are blamed if anything goes wrong.

48. The following is an abstract statement of the results of the middle-class vernacular examination. It shows a total of 514 passed candidates, against 348 in 1880 and 357 in 1879, which, especially as the number of candidates has risen from 1,211 to only 1,308, is a very satisfactory and encouraging result. It shows very considerable improvement on last year, especially in the Oudh districts, which are now but little behind the North-Western Provinces on the whole, and surpass the latter in the number obtaining places in the first division. A higher standard comes into operation this year, and the certificates will henceforth be a greater distinction and indicate better scholarship. The Principal of the Muir Central College superintended the examination, and the staff of examiners was the same as before, with the addition of Babu Ramrup Ghosh, headmaster of the Mirzapur school, Pandit Sobharam of Aligarh, and Munshi Gaindan Lal of Meerut. Thanks are due to these gentlemen for the way in which they performed their task without remuneration and at the sacrifice of their vacation. They deserve payment, I think, for the very heavy extra labour which this duty imposes on them year after year.

Statement of A. or Government Schools Middle Class Vernacular Examination of 1881, *North-Western Provinces.*

Division.	Number.	District.	Number of candidates in Urdu.			Number of candidates in Hindi.			Number of candidates examined.	Number passed in				Percentage passed.	Number failed in					Percentage of failures.	Total number of absentees.	Total number of candidates sent up.	Remarks.
			Musalman.	Hindu.	Total.	Musalman.	Hindu.	Total.		I.	II.	III.	Total.		Urdu language.	Hindi language.	History, Geography, and Natural Science.	Mathematics.	Total.				
1st or Meerut.	1	Dehra Dún	...	2	2	...	...	...	2	...	...	...	...	...	2	...	2	2	6	100·	...	2	
	2	Saháranpur	16	9	25	...	...	...	25	...	1	...	1	4·0	8	...	15	21	44	58·6	5	30	
	3	Muzaffarnagar	6	10	16	...	...	...	16	5	7	...	12	75·0	1	...	4	4	9	18·7	8	24	
	4	Meerut	4	14	18	1	2	3	21	...	7	4	11	52·3	3	1	4	4	12	19·0	1	22	
	5	Bulandshahr	6	20	26	...	...	...	26	1	3	1	5	19·5	11	...	15	19	45	57·7	3	29	
	6	Aligarh	3	6	9	...	53	53	62	2	19	8	29	46·7	2	20	18	26	66	35·4	11	73	
		Total ...	35	61	96	1	55	56	152	8	37	13	58	38·1	27	21	58	76	182	39·9	28	180	
2nd or Agra.	1	Muttra	...	1	1	...	35	35	36	2	12	5	19	52·7	...	7	4	13	24	22·2	5	41	
	2	Agra	...	3	3	1	33	34	37	8	11	5	24	64·8	...	1	7	13	21	12·2	1	38	
	3	Farukhabad	1	1	2	1	29	30	32	2	13	3	18	56 4	...	3	4	10	17	17·7	3	35	
	4	Mainpuri	1	...	1	...	24	24	25	2	12	1	15	60·0	1	5	4	2	12	16 0	...	25	
	5	Etáwah	...	2	2	1	48	49	51	6	26	9	41	80·3	...	2	6	10	18	11·7	7	58	
	6	Etah	6	10	16	2	29	31	47	10	20	4	34	72·3	1	1	6	9	17	12·9	18	65	
		Total ...	8	17	25	5	198	203	228	30	94	27	151	66·2	2	19	31	57	109	15·8	34	262	
3rd or Rohilkhand.	1	Bijnor	37	14	51	...	...	...	51	5	13	8	26	50·9	8	...	10	21	39	25·4	2	53	
	2	Moradabad	10	12	22	...	2	2	24	1	1	1	3	12·5	10	2	13	17	42	58 3	6	30	
	3	Budaun	22	31	53	...	4	4	57	1	5	8	14	24·5	28	3	27	38	96	56·1	5	62	
	4	Bareilly	7	25	32	...	...	...	32	1	9	5	15	46·9	3	...	...	17	20	20·8	5	37	
	5	Sháhjahánpur	2	15	17	2	3	5	22	...	3	3	6	27·2	7	5	14	15	41	62·1	2	24	
	6	Pilibhít	1	6	7	1	2	3	10	1	1	...	2	20·0	4	3	4	5	16	33·3	1	11	
		Total ...	79	103	182	3	11	14	196	9	32	25	66	33·7	60	13	68	113	254	43·2	21	217	

4TH OR ALLAHABAD.	1	Cawnporé	...	...	...	1	1	1	81	82	83	2	6	13	21	25·3	1	48	45	55	149	59·9	21	104
	2	Fatehpur	...	...	6	...	6	...	14	14	20	1	2	1	4	20·0	4	4	9	12	29	48·6	1	21
	3	Bánda	...	...	1	2	3	1	10	11	14	...	4	1	5	35·7	1	...	7	7	15	35·7	4	18
	4	Hamírpur	...	...	3	...	3	3	30	33	36	1	3	4	8	22·2	...	14	18	25	57	52·7	7	43
	5	Allahabad	...	...	6	7	13	1	8	9	22	...	9	5	14	63·6	2	1	3	6	12	18·1	1	23
	6	Jaunpur	...	...	2	8	10	...	12	12	22	1	1	1	3	13·6	7	6	17	18	48	72·7	3	25
		Total		...	18	18	36	6	155	161	197	5	25	25	55	27·9	15	73	99	123	310	52·4	37	234
5TH OR BENARES.	1	Azamgarh	...	...	...	2	2	1	34	35	37	...	7	4	11	29·7	2	15	16	18	51	45·9	8	45
	2	Mirzapur	...	...	1	1	2	...	14	14	16	...	5	2	7	41·2	1	3	9	8	21	43·7	6	22
	3	Benares	...	...	...	2	2	...	19	19	21	2	4	4	10	47·5	...	6	7	8	21	33·3	12	33
	4	Gházipur	...	...	2	4	6	3	24	27	33	1	10	10	21	63·6	3	4	4	7	18	18·1	3	36
	5	Gorakhpur	...	...	5	6	11	1	27	28	39	1	2	8	11	28·2	1	10	23	20	54	46·1	38	77
	6	Basti	...	...	...	2	2	...	17	17	19	...	3	3	6	31·5	1	6	10	5	22	38·5	8	27
	7	Ballia	...	...	...	...	...	...	14	14	14	1	2	...	3	21·4	...	2	8	7	17	40·4	8	22
		Total		...	8	17	25	5	149	154	179	5	33	31	69	38·5	8	46	77	73	204	37·9	83	262
6TH OR JHÁNSI.	1	Jhánsi	...	...	1	3	4	1	7	8	12	...	...	4	4	33·3	2	1	6	6	15	41·6	...	12
	2	Jalaun	...	...	1	4	5	1	17	18	23	1	4	4	9	39·1	2	4	6	5	17	24·6	12	35
	3	Lalitpur	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
		Total		...	2	7	9	2	24	26	35	1	4	8	13	37·1	4	5	12	11	32	36·4	12	47
7TH OR KUMAUN.	1	Kumaun	...	...	...	...	...	...	8	8	8	...	1	1	2	25·0	...	2	1	6	9	37·5	...	8
	2	Garhwál	...	...	...	...	...	...	12	12	12	...	...	...	...	...	...	12	10	12	34	94·4	1	13
	3	Tarái	...	...	...	...	...	...	2	2	2	...	...	1	1	50·0	...	...	1	1	2	33·3	...	2
		Total		...	...	...	...	...	22	22	22	...	1	2	3	13·6	...	14	12	19	45	68·2	1	23
		GRAND TOTAL OF 1881		...	150	223	373	22	614	636	1,009	58	226	131	415	41·1	116	191	357	472	1,136	37·5	216	1,225
		GRAND TOTAL OF 1880		...	139	231	370	17	560	577	947	32	148	124	304	32·1	168	111	358	490	1,127	39·6	113	1,060

Statement of A. or Government Schools Middle Class Vernacular Examination of 1881, *Oudh Province.*

Division.	Number.	District.	Number of candidates in Urdu.			Number of candidates in Hindi.			Number of candidates examined.	Number passed in				Percentage passed.	Number failed in					Percentage of failures.	Total number of absentees.	Total number of candidates sent up.	Remarks
			Musalman.	Hindu.	Total.	Musalman.	Hindu.	Total.		I.	II	III.	Total.		Urdu language.	Hindi language.	History, Geography, and Natural Science.	Mathematics.	Total.				
Lucknow ...	1	Lucknow ...	5	7	12	...	1	1	13	2	2	1	5	38·4	2	1	7	8	18	46·1	1	14	
	2	Unao ...	6	16	22		2	2	24	1	3	5	9	37 5	4	1	7	15	27	37·5	6	30	
	3	Bara Banki ...	4	11	15	...	...	...	15	2	4	...	6	40 0	4	...	6	6	16	35 5	2	17	
		Total ...	15	34	49	...	3	3	52	5	9	6	20	38·4	10	2	20	29	61	39·1	9	61	
Sitapur ...	1	Sitapur ...	2	11	13	..	4	4	17	...	5	2	7	41·1	2	2	2	7	13	25·4	1	18	
	2	Hardoi ...	11	5	16	...	5	5	21	6	4	2	12	57·1	1	2	7	9	19	30 1	2	23	
	3	Kheri or Lakhimpur ...	1	4	5	...	...	...	5	...	2	...	2	40 0	...	...	1	3	4	26·6	1	6	
		Total ...	14	20	34	...	9	9	43	6	11	4	21	48·7	3	4	10	19	36	27·9	4	47	
Fyzabad ...	1	Fyzabad ..	5	6	11	..	1	1	12	6	2	...	8	66 6	1	1	2	4	8	22·2	4	16	
	2	Bahraich ...	3	1	4	...	...	...	4	...	...	...	...	...	...	...	...	4	4	33·3	1	5	
	3	Gonda ...	...	10	10		1	1	11	...	1	1	2	18·1	4	1	3	9	17	51·5	2	13	
		Total ...	8	17	25	...	2	2	27	6	3	1	10	37·0	5	2	5	17	29	36·0	7	34	
Rae Bareli,	1	Rae Bareli ...	5	14	19	...	1	1	20	5	7	3	15	75·0	...	...	3	5	8	12·1	1	21	
	2	Sultanpur ...	5	7	12	...	3	3	15	1	5	1	7	46·6	...	...	4	7	11	24·4	2	17	
	3	Partabgarh ...	2	6	8	...	4	4	12	...	...	2	2	16 6	1	...	5	8	14	38 8	2	14	
		Total ...	12	27	39	...	8	8	47	6	12	6	24	51·0	1	...	12	20	33	25·1	5	52	
		GRAND TOTAL OF 1881 ...	49	98	147	...	22	22	169	23	35	17	75	44 3	19	8	47	85	157	30·9	25	194	
		GRAND TOTAL OF 1880 ...	43	93	136	...	20	20	156	2	10	17	29	19·3	41	3	86	114	244	52·1	21	177	

Statement of B. or Aided and C. or Indigenous Schools Middle Class Vernacular Examination of 1881, North-Western Provinces and Oudh.

		B.																					
Meerut ...	1	Saháranpur ...	1	2	3	...	...	...	3	...	...	2	2	66·6	...	...	1	...	1	11·1	2	5	
Rohilkhand ...	1	Bijnor ...	1	3	4	...	...	...	4	1	...	...	1	25·0	1	...	1	3	5	41·6	1	5	
Benares ...	1	Azamgarh ...	...	...	...	...	2	2	2	...	...	...	...	...	...	2	2	2	6	100·	...	2	
	2	Benares ...	1	4	5	...	...	...	5	...	...	1	1	20·0	...	...	2	4	6	40·0	...	5	
	3	Gházipur ...	6	1	7	...	...	...	7	...	...	...	...	...	1	...	3	7	11	52·3	2	9	
	4	Gorakhpur ...	2	3	5	...	5	5	10	...	1	...	1	10·0	1	4	4	9	18	60·0	...	10	
	5	Basti ...	...	1	1	...	3	3	4	...	1	1	2	50·0	1	1	...	1	3	25·0	1	5	
Kumaun ...	1	Garhwál (girls) ...	...	...	...	5 Christians.	5	5	5	...	...	...	...	...	...	5	5	5	15	00	...	5	Girls.
Oudh ...	1	Lucknow ...	5	2	7	...	2	2	9	...	...	...	...	...	3	2	9	9	23	85·1	9	18	
		Total ...	16	16	32	5	12	17	49	1	2	4	7	14·2	7	14	27	40	88	59·8	15	64	
		C.																					
Meerut ...	1	Dehra Dún ...	...	1	1	...	...	...	1	...	...	...	...	...	...	...	...	1	1	33·3	1	2	
	2	Saháranpur ...	3	3	6	...	...	...	6	1	2	...	3	50·0	...	...	3	2	5	27·7	2	8	
	3	Muzaffarnagar ...	2	3	5	...	...	...	5	...	3	...	3	60·0	1	...	2	2	5	33·3	13	18	
	4	Meerut ...	3	4	7	...	3	3	10	...	1	...	1	10·0	4	2	8	8	22	73·3	1	11	
	5	Aligarh ...	1	...	1	...	...	...	1	...	...	...	...	...	...	...	1	1	2	66·6	2	3	
Agra ...	1	Agra ...	2	...	2	...	...	...	2	...	1	1	2	100·	...	...	...	...	...	...	...	2	
	2	Farukhabad ...	1	...	1	...	...	...	1	...	...	...	...	...	...	...	...	1	1	33·3	...	1	
	3	Mainpuri ...	...	2	2	...	1	1	3	...	...	...	...	...	...	1	3	3	7	77·7	12	15	
	4	Etah ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	
Rohilkhand,	1	Bijnor ...	1	1	2	...	...	...	2	...	...	1	1	50·0	...	...	...	1	1	16·6	...	2	
	2	Budaun ...	22	2	24	...	...	...	24	...	...	1	1	4·1	14	...	22	21	57	78·8	2	26	
	3	Bareilly ...	...	1	1	...	...	...	1	...	...	...	...	...	...	...	1	1	2	66·6	...	1	
	4	Sháhjahánpur ...	2	...	2	...	...	...	2	...	...	...	...	...	...	...	2	2	4	66·6	...	2	
Allahabad ...	1	Cawnpore ...	2	...	2	...	...	...	2	...	...	...	...	...	1	...	2	2	5	83·3	...	2	
	2	Fatehpur ...	1	1	2	...	...	...	2	...	...	...	...	...	1	...	2	2	5	83·3	14	16	
	3	Allahabad ...	4	1	5	...	...	...	5	...	...	...	...	...	3	...	5	5	13	86·2	3	8	
Benares ...	1	Gorakhpur ...	1	...	1	...	...	...	1	...	...	...	...	...	...	...	...	1	1	33·3	...	1	
	2	Ballia ...	...	1	1	...	...	...	1	...	...	...	...	...	1	...	...	1	2	66·6	...	1	
Jhánsi ...	1	Jhánsi ...	...	...	...	...	1	1	1	...	...	...	...	...	...	1	1	...	2	66·6	1	2	
Oudh ...	1	Unao ...	...	1	1	...	...	...	1	...	...	1	1	100·	...	...	...	...	...	...	1	2	
	2	Bara Banki (Teacher) ...	1	...	1	...	...	...	1	...	1	...	1	100·	...	...	...	...	...	...	...	1	
	3	Hardoi ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	
	4	Fyzabad (Teacher) ...	...	1	1	...	...	...	1	...	1	...	1	100·	...	...	...	...	...	...	1	2	
	5	Bahraich (1 Teacher) ...	1	1	2	...	...	...	2	...	...	...	...	...	...	...	1	2	3	50·0	...	2	
	6	Rae Bareli (Teachers) ...	...	3	3	...	1	1	4	...	2	...	2	50·0	1	...	1	...	2	16·6	1	5	
	7	Sultanpur ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	
	8	Partabgarh (Teacher) ...	1	1	2	...	...	...	2	...	1	...	1	50·0	...	...	1	1	2	33·3	...	2	
		Total ...	48	27	75	...	6	6	81	1	12	4	17	20·9	26	4	55	57	142	58·4	57	138	
		GRAND TOTAL OF 1881 ...	64	43	107	5 Chris.	18	23	130	2	14	8	24	18·4	33	18	82	97	230	58·9	70	202	
		GRAND TOTAL OF 1880 ...	33	52	90	...	18	18	108	3	5	7	15	13·9	47	8	77	77	209	64·5	38	146	

Abstract Statement of the Middle Class Vernacular Examination of 1881, *North-Western Provinces and Oudh.*

Schools.	North-Western Provinces.																							
	1st or Meerut Division.			*2nd or Agra Division.*			*3rd or Rohilkhand Division.*			*4th or Allahabad Division.*			*5th or Benares Division.*			*6th or Jhánsi Division.*			*7th or Kumaun Division.*			*Total.*		
	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Nume of candidates.	Number passed.
Tahsili	21	93	34	34	123	86	26	106	36	34	119	39	21	73	27	9	26	7	8	14	2	157	561	234
Halkabandi	16	37	15	43	80	52	28	74	23	25	60	10	35	68	28	4	8	5	4	8	1	151	328	132
Pargana	11	22	9	8	17	9	5	12	4	7	18	6	10	27	12	...	...	...	...	...	...	41	96	39
Inferior zila...	...	...	...	2	8	4	1	3	3	...	...	...	2	11	2	1	1	1	...	...	...	6	23	10
Anglo-vernacular	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...
Total ...	48	152	58	87	228	151	61	196	66	66	197	55	68	179	69	14	35	13	12	22	3	356	1,009	415
B or aided	2	3	2	...	...	...	1	4	1	...	...	...	5	28	4	...	...	...	1	5	...	9	40	7
C. or indigenous	5	23	7	3	6	2	4	29	2	3	9	...	2	2	...	1	1	...	...	...	...	18	70	11
Teachers	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	7	26	9	3	6	2	5	33	3	3	9	...	7	30	4	1	1	...	1	5	...	27	110	18
Grand Total of 1881 ...	55	178	67	90	234	153	66	229	69	69	206	55	75	209	73	15	36	13	13	27	3	383	1,119	433
Grand Total of 1880 ...	48	183	51	74	207	90	55	168	43	68	171	45	94	264	74	13	33	10	12	17	4	364	1,043	317

Abstract Statement of the Middle Class Vernacular Examination of 1881, *North-Western Provinces and Oudh*—(concluded.)

Schools.	Oudh Province.															Grand Total, N.-W. P. and Oudh.		
	1st or Lucknow Division.			*2nd or Sitapur Division.*			*3rd or Fyzabad Division.*			*4th or Rae Bareli Division.*			*Total.*					
	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.
Tahsili	14	52	20	9	43	21	5	27	10	6	47	24	34	169	75	191	730	309
Halkabandi	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	151	328	132
Pargana	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	41	96	39
Inferior zila	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	23	10
Anglo-vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...
Total ...	14	52	20	9	43	21	5	27	10	6	47	24	34	169	75	390	1,178	490
B. or aided	2	9	...	...	...	...	...	...	...	...	...	...	2	9	...	11	49	7
C. or indigenous	1	1	1	...	...	...	1	2	...	1	1	...	3	4	1	21	74	12
Teachers	1	1	1	...	...	...	1	1	1	1	5	3	3	7	5	3	7	5
Total ...	4	11	2	...	...	...	2	3	1	2	6	3	8	20	6	35	130	24
Grand Total of 1881 ...	18	63	22	9	43	21	7	30	11	8	53	27	42	189	81	425	1,308	514
Grand Total of 1880 ...	17	58	9	8	22	2	8	48	10	8	40	10	41	168	31	405	1,211	348

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49. The following remarks on the condition of high and middle schools arranged in the order of the Divisions in which they are situated are taken from the reports of the Inspectors or, when the schools are not under the Inspector's control, from the reports of the Principal or the headmaster:—

MEERUT DIVISION.

Government High Schools.

50. *Meerut.*—"There is a small decrease in scholars compared with last year, but the tuitional results in the high and middle divisions of the school are very encouraging. Three candidates went up for the University entrance examination and all passed, one in the first division and two in the second; 21 candidates appeared for the middle class anglo-vernacular examination and 11 passed, three of the best gaining scholarships. It is a pity, then, that the primary division of the school was not better prepared to pass the tests prescribed for it. Only eight out of 28 passed the higher test and 13 out of 31 the lower.

This failure however was exceptional, and the deficiency was chiefly in arithmetic. On the whole, Munshi Hardeva Prasad, the headmaster, deserves praise for his efficient management of the school, in which he is ably seconded by Pandit Gaindan Lal, B.A., the 2nd master."

51. *Aligarh.*—"The headmastership of this school, during the first half of the year, fluctuated between Mr. Kennedy, the substantive headmaster, and Pandit Sobha Ram, the 2nd master, who acted for him while on leave and deputation. But in October Mr. Welby was appointed to the officiating charge, and since he joined the number on the roll has risen from 257 to 357 scholars. The fee receipts at the end of the year are consequently Rs. 1,441, against Rs. 1,088 last year. The tuitional results of the year are unsatisfactory, but for this Mr. Welby is not to blame. Five candidates went up for the university entrance examination and two passed, one in the second and one in the third division. The three who were plucked failed in history and geography and two of them in English and mathematics as well. The middle class examination results are a little better than last year, when 22 boys were examined and two passed. This year the same number were examined and six passed. As regards the primary school examinations I found that no attempt had been made to raise the standard in arithmetic, and though I did not even this year exact the full standard laid down, yet out of 26 boys examined by the higher test only six passed, and 14 out of 35 by the lower. I inspected the school in March, and felt satisfied that Mr. Welby was doing his best to improve the backward state of the classes.

The boarding-house system in connection with this school is a great success, the number of boarders now is 89, of whom 69 are self-supporters.'

Aided High Schools.

52. *Muhammadan Anglo-Oriental College, Aligarh.*—"The roll number here keeps steadily increasing, being in college and school 273 students, against 248 last year. The school alone shows 225 against 206. The success in the different examinations falls little short of last year's. Five boys out of eight passed the F.A., eight out of 16 the entrance, five out of 10 the middle class; and 14 out of 19 the primary examination."

53. *Mission School, Meerut.*—"I found 240 boys in the school out of a roll of 273, showing an increase of 15 since last year. Six went up for the entrance and two passed. For the middle class examination 22 went up and 19 failed, most of whom broke down in English. In the primary school examinations five out of 11 passed by the higher standard and five out of 14 by the lower. In the high and middle divisions of the school the tuition is not what it should be.

54. *St. George's College, Mussoorie.*—"I inspected this institution last October and found 75 boys present, or 10 less than last year. The high school classes were well grounded in English, Latin, and mathematics. Five lads were going up for the Roorkee examinations, but I do not yet know the results. Four went up for the university entrance and all passed, one in the first division and three in the second. The middle and primary classes had been well taught. The domestic arrangements were satisfactory and the scholars looked healthy.

55. *Dehra Mission School for boys.*—"I found 132 boys here, or very nearly last year's number. One boy went up for the university entrance examination and passed in the third division, and two out of three passed the middle class examination. But no attention had been paid to the instructions given to raise the standard of teaching in the primary classes; two out of seven passed the upper primary, and two out of 19 the lower primary test.

56. *Dehra Mission School for girls.*—"The roll of 138 girls here shows a small increase, but there is much improvement in the teaching, and the gap left in last year's middle school has been filled up. Still there is no desire to appear for our middle-class examinations. And yet a girl went up for the university entrance test and passed in the third division. Twenty-three out of 28 also passed the primary tests.

57. *Woodstock Girls' School.*—"The popularity of this high class school is marked by an increase of 10 pupils since last year, making a total of 91. The education given is sound and practical, but I agree with Mrs. Scott, the Principal, in thinking that

our university and departmental systems of examination are unsuited for schools such as Woodstock, and that a modified plan, based on the Cambridge scheme, and leading up to certificates and degrees, is one of the requirements of the time.

58. *Sahárunpur Mission School.*—"This school, though not aided as such, is practically a high school teaching up to the entrance course. I found 145 present out of a roll of 190. One boy appeared in the university examination and failed. Eleven went up for the middle-class examination and three passed, the rest failing in English and the second language. In the primary school the standard had been raised as desired, and the boys passed a very satisfactory examination, 19 passing out of 24.

Middle Schools (English).

59. "In the middle-class anglo-vernacular examination the aided schools of this Division are as usual far behind the Government schools, passing only eight per cent. of their candidates, against 53 per cent. passed by the Government schools; while the discrepance is even wider than it was last year, when the former passed 12 per cent. and the latter 36.

60. *Bulandshahr.*—"I inspected this school in February, when the roll was 135. By the end of March it had risen to 141, which is almost double what it was two years ago, and the headmaster complains of straitened accommodation. The tuition of the school continues satisfactory. Six boys went up for the middle-class examination and all passed, and four have joined higher institutions. Fourteen out of 26 passed the upper primary test and 15 out of 21 the lower, but the higher standard laid down for arithmetic has not yet been reached. The preparatory classes had been well looked after and the discipline of the school was perfect. The boarding-house has proved a great success: there were 28 resident boarders, and accommodation for more is contemplated. The headmaster, Lala Bishambar Nath, is a good manager and teacher and deserves the promotion given him.

61. *Muzaffarnagar.*—"The roll on 31st March shows 92 boys at school, which is two less than last year. In December I found 78 present out of a roll of 88. Six boys went up for the middle-class examination and five passed, but none gained scholarships Of five who went up for the Roorkee examination (lower subordinate grade) only one passed. They had been carefully taught, and the failure may partly be ascribed to the illness of their special teacher before the examination came on, and who subsequently died. The primary school classes did well in passing 11 out of 15 by the higher test and 10 out of 12 by the lower; and it was satisfactory to note that the standard laid down for arithmetic had almost been reached. The boarding-house had 24 inmates, of whom 11 were self-supporters.

62. *Sahárunpur.*—"Notwithstanding the proximity of the mission high school with a roll of nearly 200 scholars, the enrolment at the zila school has kept steadily advancing for the last three years, and on 31st March showed 143 registered names. I can speak better of the teaching, too, than I could last year, as six out of 10 candidates who went up for the middle-class examination passed, and 17 out of 33 passed the primary tests. The progress which the upper primary school had made in arithmetic was very marked, as the prescribed standard had been reached, but the lower primary had not made similar progress. Throughout the school the reading and pronunciation of English needs correction. But on the whole the efficiency of the school has improved. The boarding-house here always looks clean and comfortable and had 24 inmates when I saw it.

63. *Atrauli (Municipal).*—"This school in the Aligarh district is still the best of our municipal schools. It had 42 boys present when I saw it and had succeeded in passing three in the middle-class examination. The primary classes did well.

64. *Orman School, Roorkee.*—"I found an attendance of 101 here, and noticed some improvement in both the middle and primary divisions of the school; but the five candidates who were at the time undergoing the middle-class examination all failed. It is expected that Babu Madan Gopal, B.A., lately appointed to the headmastership, will show better results next year.

65. *Subscription School, Háthras.*—"The roll on the day of my visit was just what I found it last year (101), with an attendance of 92. Improvement in the tuition of the school was evident in most of the classes. Moreover, two boys out of eight had passed the middle-class examination and 23 out of 26 passed the primary.

Middle Schools (Vernacular).

66. "These comprise the 1st and 2nd classes of tahsíli, pargana, and halkabandi schools. Their number on 31st March was 60 schools with 539 scholars, against 56 schools and 415 scholars last year. Forty is the total number of tahsíli and pargana schools in this Division, 39 of which now rank as middle schools, the exception being Kaisi in Dehra Dún, which has only primary classes. The remaining 21 schools are halkabandi; last year their number was 19. So that in place of the decrease proposed in the number of these schools, there is an increase of two in the Aligarh district, which alone has 14 of the 21. There is no doubt that Aligarh is educationally the most advanced of the districts, and that it creates a demand for middle schools. But of the 21 schools 11 are inefficient, and seven of these are in Aligarh. Of the 39 tahsíli and pargana schools 27 are efficient. All these middle schools were inspected, and the reports sent to Secretaries of

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district committees. As regards the middle-class vernacular examination, this Division sent up 152 candidates and passed 58, against 156 and 49 respectively last year. The percentage of passed was 31 last year; this year it is 38·1. Meerut may therefore be bracketed with Benares, where the percentage is 38 5, and which is exceeded by the Agra Division only. Taking the districts separately, Muzaffarnagar has gained the highest percentage (75), has passed the largest number in the first division, and stands first. Meerut comes 2nd, having passed more than half of its candidates, but none in the first division. Aligarh is 3rd; it sent up the largest number and passed nearly one-half, but one-third failed in Hindi and history and geography, and more than a third in mathematics. Bulandshahr is 4th; it passed less than one-fifth of the number sent up; 19 out of 26 failed in mathematics, and the failures in history and geography and Urdu are also disproportionately large. Saháranpur is 5th, having passed only one boy out of 25 who went up, and the Deputy Inspector's attention has been drawn to the fact. Dehra Dún is 6th and last, having at present but one school capable of preparing boys for the examination; two candidates went up and failed.

"Schools that have especially distinguished themselves are the following:—Daryapur halkabandi and Koel tahsíli, both in Aligarh. The former in sending up seven candidates and passing all has beaten tahsíli and pargana schools alike. In Muzaffarnagar, the Muzaffarnagar tahsíli school and Khatauli and Thana Bhawan pargana schools also did well. And in Meerut, the Meerut city and Baghpat tahsíli schools."

AGRA DIVISION.

67. Mr. Deighton, Principal of the Agra College, reports as follows on the school which is under his superintendence:—"For some years I continued to hope that as the school classes increased, which they have steadily been doing, more boys would make their way up to the 1st class and present themselves for the matriculation examination. I have been disappointed to find a very large proportion leaving after they reached the 3rd or 4th class, and though our 1st class is now larger than it has ever been before, it still does not fairly represent the total number of the school department. The entrance class greatly disappointed its masters, only four passing out of eleven. Small as the class was, we might have hoped that it would have but few failures. The school classes, more especially the lower ones, are full—inconveniently full. At the end of last year there were 384 boys on the rolls; there are now 511. This would be matter of congratulation if we could feel confidence that any large proportion of them would reach the top of the school. But the temptation to leave early seems very strong upon them. With the glut in the market of appointments so great, it is believed that an early entrance into service on low pay is in the end more profitable than waiting till the education obtained should command more highly paid employment. I cannot in justice say that I know of any reason in the management of the school classes which should deter boys from continuing in them longer than they do. But it certainly should not be that with 400 boys on the rolls only eleven should be sent up for the entrance examination. Nor, with a school department so highly paid as ours, is it our proper business to be engaged in the main upon the education of boys so young that they could be almost equally well taught in the aided schools about us. With the conduct of the boys in the boarding-house and their management by the Superintendent I have every reason to be satisfied. So far as this part of the institution is concerned, our only complaint is the scantiness of room."

68. Certainly the educational results of this school are not commensurate with its large expenditure. I do not regard mere numbers on the roll: in a school of this rank in a city like Agra crowded elementary classes—nay, elementary classes—are a mistake and a hindrance. The school cannot compare in efficiency with more than one far less costly school in these provinces, and unless better results are shown this year, I shall be compelled, when the future management of the college has been arranged, to propose the reforms and probably the reduction of the school attached to it.

69. The following remarks on the ordinary high and middle schools of the Division are taken from the report of Mr. Lloyd, the Inspector:—

Mutthra.—"There is now a roll of 249 scholars in this school, of whom 20 are in the 1st and 2nd classes; 79 in the middle section and 150 in the primary section. The average daily attendance for the year has been 208, which is a rise of 33 upon the attendance of 1880-81. Six boys left during the year from the higher division of the school and obtained employment, all in the Railway Telegraph Department. Two candidates only out of the 5 sent up passed the entrance examination, both in the second division. The headmaster, Babu Atma Ram, excuses this rather meagre result by saying that two of the candidates who failed had, in common with many of their school-fellows and some of the teaching staff, been suffering from fever throughout the rains and autumn, and I have reason to believe that such was the case. The 1st and 2nd classes of the school now contain 10 scholars each, and both are very fair classes. The school as a whole is in a satisfactory state, both tuitionally and statistically. The headmaster and his assistant teachers work hard and pull well together, the lower instruction is properly supervised, the school space is full to overflowing, and the fee-income shows a satisfactory rise from Rs. 1,584 to Rs. 1,850. The cost to Government of educating each pupil in this school (regarding its three sections as

one complete school) has been Rs. 23½ only for the year, a lower capitation charge probably than any school of similar grade in the North-Western Provinces can show. The boarding-house attached to the school has been full during the year and now contains 29 boarders, of whom nine receive scholarships of Rs. 3 a month from the municipality or the district committee and 20 support themselves without scholarships. The school building requires extension, many boys who come for admission having to be sent away for want of room. This question of extending the building will be one of the first which the municipal committee will have to consider when the maintenance of the school becomes a charge upon that body.

70. *Etáwah.*—"The roll of scholars, the average daily attendance, and the fee-collections, all show a slight increase. At the end of the year the roll stood at 259, of whom 29 were in the higher section, 74 in the middle section, and 157 in the primary section. The average daily attendance for the year had been 228, and the fee-collections Rs. 1,069; a considerably less amount than that collected in fees at either of the two other Government high schools of the Division. In the entrance examination the school had about its average of success, *viz.*, one passed in the first, two in the second, and one in the third division. At the end of February last, when I inspected the school and examined the classes, I formed a good opinion of the teaching throughout the school, and satisfied myself that the work of the assistant teachers had been well supervised by the headmaster, and that the promotions had been properly made. At that time the 1st and 2nd classes contained 11 and 16 pupils respectively, and two have since joined the 2nd class. Both these classes seemed to me to be very promising, and the headmaster himself spoke of them as satisfactory classes. Seven pupils from the higher section of the school obtained employment during the year, four of them holding a matriculation certificate and three the certificate of having passed the middle-class anglo-vernacular examination. Three of the seven obtained posts of Rs. 20, three posts of Rs. 15, and one a post of Rs. 10. The school as a whole is rather expensive to Government, the cost to Government of educating each pupil being as high as Rs. 46½; but as a place of education it is deservedly of good repute. The boarding-house containing 48 inmates, of whom 19 are stipendiary and 29 self-supporters, is well superintended by the second master, Munshi Hira Lal. The boarders keep themselves in health by cricket and other out-door games.

71. *Farukhabad.*—"The roll of this school on the 31st March last was 191, of whom 24 were in the higher section, 80 in the middle section, and 87 in the primary section, and the average daily attendance at that date was 170: but the average roll for the year has been 166 only, with an average of 140 in daily attendance. The rise in numbers has taken place mainly since the 15th January last, when the school re-opened after the Christmas vacation. Between that date and the close of the official year 36 new pupils were admitted, 11 to the middle section and 25 to the several classes of the primary section, and the teachers in those parts of the school have now their hands quite full.

"Consequent on the increase in the number of pupils there has been a fair increase in the fee-receipts, which have risen from Rs. 1,186 to Rs. 1,300. The net cost to Government of the whole school has been Rs. 4,662, which for the average daily attendance, 140, gives a capitation charge to Government of Rs. 33⅓—a sum which is Rs. 10 more than the similar charge shown for the high school, Muttra and Rs. 13 less than that for the high school, Etáwah. The class which went up from the Farukhabad school to the entrance examination was a weak batch of students and did not do well, three only passing out of the seven candidates, and those three all in the third division. The headmaster laments this poor success, but hopes for better things from his entrance class of 16 boys for the current year—a class which, when I examined it orally in February last, I was able to mark as very fair in English grammar and translation, fair in mathematics and good in history.

"The 2nd class, a small one of eight boys, also did well at my oral examination. The rest of the classes I examined in the work they had been doing the previous year rather than in that upon which they were at the time engaged, and generally with results sufficiently satisfactory to justify me in commending the teachers and in confirming the promotions which the headmaster had made, till then only provisionally for the new year. The only thing that really dissatisfied me was the bad pronunciation of English running through the school. The headmaster has promised to do his best to remedy this defect. He must begin by insisting on better pronunciation from his teachers. The boarding-house, which is under the superintendence of the headmaster, who has private quarters adjoining, has had 33 boarders in it during the year, 17 stipendiary and 16 non-stipendiary, and at this present writing has 40, all that there is room for. The headmaster reports the boarders to be well behaved and the most industrious and successful of his scholars. There has been great need of a playground for them, but the Collector of the district has secured a piece of land for the purpose and will shortly put them in possession of it.

72. *St. John's Collegiate High School (aided).*—"A rise of 28 in the number of scholars has brought the aggregate roll of this school from 386 at the beginning of the year up to 414 at the close of it. Of these 414 scholars 30 are in the higher section, 61 in the middle section, and 323 in the primary section. The total tuitional

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cost of the school during the year was Rs. 12,997, the grant-in-aid was Rs. 4,800, and the average daily attendance was 292. The full cost therefore per head of the average attendance was Rs. 44½, and the cost to Government per head Rs. 16½. From the entrance class of 1881, which consisted originally of 16 students, 12 went up for the entrance examination and six of these passed, two in the second and four in the third division—a result which, though better than that secured by several of the high schools of these provinces, did not come up to the expectations of those who had shared in the instruction of the class. The entrance or 1st class for the current year consists of 17, and the preparatory or 2nd class of 13 students. The former of these classes the Reverend Headmaster of the school describes as a good class above the average in intelligence and knowledge; the latter he describes as a weak and inferior class in most of its studies.

73. *Victoria High School (aided).*—"The number of pupils in this school has fallen during the year from 371 to 324, but the average daily attendance has risen from 234 to 255. On my inspecting the school recently I found the roll of 324 divided thus: 17 in the higher section, 50 in the middle section, and 272 in the primary section. The register showed for some months past an average attendance of 85 per cent. of the enrolment, and the cost to Government per head of the attendance was found on calculation to be Rs. 13 for the official year. The fees had averaged Rs. 82 a month, and latterly had risen to Rs. 95. These fees and the grant-in-aid (Rs. 350) form the only income that the managers of the school can reckon on receiving from month to month—the subscriptions and donations promised them being either not paid at all, or paid only at irregular intervals, after much delay and much solicitation. After going through the work of various classes I left the school with a rather more favourable opinion of the teaching than I had been led to form of it from the results of the public examinations of the past three or four years. I made this general note at the time:—'The instruction, though far from perfect in any part of the school, is on the whole passably efficient and as good perhaps as can be expected from teachers whose zeal and energies must often relax for want of that incentive—a due payment of salary.' Three candidates from this school appeared at the last entrance examination and two passed, both in the second division. This, though no great success, is better than the school has been accustomed to of late years. The entrance class for the current year contains 10 boys and the 2nd class seven boys. The entrance class did fairly at my oral examination, but the 2nd class was a backward one and seemed to me unequal to the English work it was attempting.

74. *St. Peter's College (aided).*—"I visited this school in October last and examined all its classes, containing in all at that time 91 pupils, of whom 17 were in the high school proper, 23 in the middle school, 24 in the upper primary school, and 27 in the lower primary school. The entrance class of five boys did not at all please me. I thought it a backward and ill-instructed class and predicted its failure at the entrance examination, which prediction has since been fulfilled. The 2nd class of 12, though not a particularly good class, was a much better class than the entrance class, and passed on the whole a fair examination. In the middle and in the primary classes I thought better handwriting and a better acquaintance with geography might have been shown: otherwise these classes were up to the proper standards of knowledge and gave good proof of sound and intelligent teaching. Except for the bad entrance class I should have marked the school as efficiently instructed throughout.

Middle schools, English.

75. "In these are included the middle sections—classes 3, 4, and 5 of the six high schools above noticed, and the first three classes of those schools which educate up to the standard of the middle-class anglo-vernacular examination or to an equivalent standard. The number of those middle grade departments of English schools is 13, and they are classed in the returns, according to the system prescribed by the Government of India, as 13 complete schools: five as Government schools, eight as aided schools.

76. "The five Government schools and three of the eight aided schools sent up candidates for the middle-class anglo-vernacular examination of the year, but with results that can only be considered passable in the case of the Government schools and decidedly bad in the case of the aided schools. The actual results were, for Government schools 23 passed out of 51 candidates, and for aided schools one passed out of 23 candidates. These 23 candidates from aided schools must have been a particularly ill-instructed batch of students, for I find that as a body upon the whole examination, taking all four subjects—English, second language, history and geography, elementary mathematics—together, they scored no less than 44½ per cent. of possible failure. The 51 candidates from Government schools scored only 20½ per cent.,—a figure of failure which indicates, I find, that for Government schools the general performance in this Division at the anglo-vernacular examination of 1881 was rather better than that shown at the similar examination of 1880. In 1880 the questions in mathematics brought about the majority of failures. In 1881 the questions in English were the great stumbling-block. Brief remarks upon each of these 13 middle English schools here follow:—

77. *Muttra.*—"At the beginning of the year the middle section of this school consisted of 80 pupils, of whom 17 were in the 3rd class. By November five of the 17 had

left the school, and 12 only went up for the anglo-vernacular examination, of whom six came out in the first list of results as having passed, but three of these subsequently failed on re-examination, much to their own and their teachers' disappointment. The 3rd class for the current year contains 23 pupils, all fairly instructed youths, but some six or eight of them are not likely to continue at study till the end of the year.

78. *Etáwah.*—"Of a 3rd class, originally consisting of 26 pupils, 20 survived to go up for the anglo-vernacular examination. In the first list 11 of these were among the 'passed,' but on re-examination two of the 11 failed: so that as a final result the school scored only nine passed out of 20. This is a fair amount of success, though a little short of the headmaster's expectations. The class had been well prepared for the examination, and on the whole repaid its teachers' work. I found the middle classes of this school to be in good order when I inspected them in February last. The promotions into them had not long been made, but they had been made with care.

79. *Farukhabad.*—"For the anglo-vernacular examination there were six candidates, five of whom passed, two of the five gaining Government scholarships. This is a good result and speaks well for the tuition the candidates have received for three years past. The five teachers of this school who prepare the boys for the anglo-vernacular examination have met with success. One of them, Munshi Dulari Lal, the second master, who teaches English, has received a reward for his good work, a step of promotion from the Rs. 60 to the Rs. 80 grade having been given him in the course of the year. But the other four who prepare the candidates in their orientals, history and geography and mathematics—*viz.*, Pandit Ram Ratan and Maulvi Rustam Ali, Pandit Devi Din and Pandit Din Dayal—have done continuously good work too, and I can only regret that no opportunities have yet offered of raising them a grade in the service. On visiting the school in February last, I found the 3rd class of that time (consisting of 26 pupils) and the 4th and 5th classes (consisting of 32 and 21) satisfactorily proficient in the work of the previous session, and making good progress in that on which they were then engaged. These classes have never been so large before and the school-space that can be devoted to them is getting overcrowded.

80. *Etah.*—"There was a change of headmasters at this school shortly after the beginning of the year, Babu Chitar Mal coming here from the zila school of Mainpuri, and Babu Chura Mal going to Mainpuri from this school. This exchange has not been advantageous to the Etah school, as Babu Chura Mal was very popular both with the townspeople of Etah and with his pupils, while Babu Chitar Mal is the reverse of popular. The latter is a less competent man, moreover, than the former. The roll of the school, taking its middle and primary sections together, has decreased during the year from 97 to 80, and with the decline in roll a fall from Rs. 290 to Rs. 264 has taken place in the fee-collections. I was not at all satisfied with the state of the middle-classes of the school when I made my examination of them in January last, and the headmaster himself admitted that their proficiency in the work of the previous half-year was not such as it was reasonable to expect. He urged sickness and consequent irregularity of attendance from August to December as some excuse for the deficiency. The head class made a complete failure at the anglo-vernacular examination, not one of the seven candidates who went up passing in all subjects and gaining a certificate. Four of these unsuccessful candidates were in the school on the day of my examination, and I found them all extremely backward. The lower classes were slightly better for their position than the middle classes, but still not on a level with the similar classes elsewhere. I am obliged to say that no good work has been done in this school during the year. The middle section of the school contained at the end of March last 31 pupils, of whom eight formed the head class undergoing preparation for the next anglo-vernacular examination. As these eight pupils were hardly fitted in January last for promotion to their present position, their success in November or December next is not likely to be great, unless they receive the very best attention from the teaching staff that now has them in charge.

81. *Mainpuri.*—"The roll here has considerably increased since Babu Chura Mal, transferred from Etah, took charge of the school on the 12th May 1881. There were then in the middle and primary sections combined 97 scholars. On the 31st March last there were 154, of whom 55 were in the middle section, 20 in the upper primary section, and 79 in the lower primary section. An increase in fee-income has necessarily accompanied the increase in roll, Rs. 413 being realised in fees during the year under report, against Rs. 321 realised the year before. The school has evidently risen in public estimation since Babu Chura Mal assumed the headmastership. There has not only been an increase of day scholars coming from the town and its suburbs, but also an increase of boarders coming in from the district. During Babu Chura Mal's time the number of boarders has increased from 24 to 40. The results of the anglo-vernacular examination have been equally satisfactory with the improved condition of the attendance. A class of six was sent up for that examination and all passed; one of them (Kunwar Kalyan) securing the first place in the general list, and the others the respectable positions of 9th, 17th, 38th, 44th, and 60th out of 278 passed candidates. When I examined the school at the end of March I found

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the middle classes in good order and well forward with the new year's work. The head class of 14 preparing for the anglo-vernacular examination of 1882, though not considered by the headmaster to be so good a class as that of the past year, passed before me a creditable examination and was, in my opinion, a class of good promise. I formed a good opinion also of the teaching in the primary departments, though the lowest class of all, consisting of 35 boys of all ages from 6 to 15, chiefly new admissions, seemed to me unmanageable. It certainly overcrowded the school-room, and will as certainly require for its proper tuition some addition to the school-staff. A project for enlarging the school building and also the boarding-house (which too needs extension) has already been submitted by the headmaster to the local authorities, but whether the requisite funds will be forthcoming is a doubtful matter. An extra teacher can be provided for out of the past year's fees.

82. *St. John's Collegiate School (aided).*—"There were 52 pupils in the middle department of this school at the beginning of the official year, and 16 of these from the 3rd class were sent up in November last for the anglo-vernacular examination; but an almost absolute failure attended them, one only of the 16 passing. The Munshis and Pandits who prepared these boys in their second language must have given them very ineffective teaching, for no less than 12 failures occurred in that subject. In the year before also the second language upset the majority of the candidates from this school, the failures in second language then being 18 out of a possible 23. Classes for the current year contain 26, 17, and 18 pupils respectively. The 1st of these is considered in the school to be a fair class all round, although, when you visited the class some few weeks ago and subjected it in my presence to some questioning in its English Reader, I did not think the answering either very ready or very accurate. Your own remark at the time was 'a certain amount of confused intelligence in the class, but too little of correct knowledge.'

83. *Victoria School.*—"This school failed entirely in the middle-class anglo-vernacular examination, none of its four candidates passing in all subjects, though all four passed in English. The 3rd class for the current year is also tolerably well up in its English and answered generally pretty well in other subjects, except history, when I examined it orally a little time ago. So long as the finances of the school remain in their present precarious state, it will be vain to expect that any better middle-classes than those which now exist can be maintained in the school. I am astonished that the teachers work at all, whether in the middle classes or in any other section of the school.

84. *Fatehgarh Committee School.*—"This school once ranked as a high school, but failing constantly at the entrance examination it was reduced to a middle school. Even as a middle school it has failed to reach a proper standard, its success at the annual anglo-vernacular examination, which is the test for middle schools, having been very small and its middle classes generally having seldom been found in other than a backward and inferior state. The increased pains with the teaching that in the last year's report were said to be necessary in order that the results of this year's examination might be 'more satisfactory' do not appear to have been taken, since the three boys who went up to be examined in November last all failed. When I examined the school in February last I was not satisfied with the tuition in any part of it, and I thought the headmaster, though a good speaker of English and possibly a good teacher of it, too enfeebled in health to be a good manager of school work. The subordinate teachers need to be more strictly supervised, as their tendency is to let the instruction in each class sink below the prescribed class standard. On inspecting the school in February, 1880, Mr. Goulding was obliged to cancel all promotions and put all the classes down a step, and I am not sure that I ought not to have done the same last February. The school maintains its numbers and indeed has somewhat improved in roll and daily attendance, the former standing now at 153 and the latter at 114, against 141 and 101 in March, 1881; but I cannot describe the instruction as efficient. The Collector, Mr. Sells, also, when he last visited the school, entered in the school book a note to the effect that he thought the proficiency shown and the progress made were very inadequate, considering the number of teachers employed. The municipality gives a grant of Rs. 60 a month to the school and the Government grant is Rs. 82-8-0 a month. There are monthly subscriptions too that average Rs. 52 a month, and a monthly fee income of Rs. 18 or 20. These monthly receipts and a half-yearly receipt of Rs. 33-8-0, interest on an endowment of Rs. 1,500 in 4½ per cent. Government paper, are sufficient to meet the expenses of the school (averaging Rs. 220 a month) and to leave something over as a balance. The school therefore is financially stable. It is a pity that its instruction is so poor.

85. *Mufid-i-Am School, Agra.*—"When Pandit Kedar Nath (whom you will remember as the lately retired headmaster of the Muttra high school) took charge of this aided school in February, 1881, the middle classes of the previous year had been reduced or had dispersed. He was unable, therefore, to have any boys ready for the anglo-vernacular examination of November last. He has gradually, however, separated off from the main body of the school 36 boys in the hope that by January next he may be able out of them to reconstitute a middle department in three properly graduated classes. He even hopes by means of extra teaching to get seven of these

boys ready for the next middle-class examination; but herein I think he will be disappointed, for on examining the school recently I found these seven boys not only deficient in knowledge but deficient in ability also. The primary department of the school consists of 280 scholars, 25 of whom will come up for the upper primary examination at the end of the year, and perhaps 30 more for the lower primary examination. The great majority of the scholars are of course in various stages of lower primary instruction, but the last class of all contains no less than 116 scholars, most of whom are just as much beginners in the vernacular as they are beginners in English. Three teachers instruct this large class and manage somehow to get it along. The tuition of the school has been condemned as bad for some years now, and it is not altogether satisfactory yet; but it has improved under the present headmaster, and will, I think, continue to improve so long as he remains in charge to direct and supervise the work of the assistant teachers.

86. *St. Peter's College.*—"I have already said that the classes in the middle department of this school are intelligently and effectively taught, and that the boys who pass through them attain to the proper standard of knowledge for entering upon matriculation studies. When I examined the middle department in October, the six boys who formed the head class of it, though still with two months of the half-year before them, were all well up in the half-year's course of study and passed a good examination before me, and they have all since then received promotion to the higher department of the school. The other two middle classes of seven and eight boys respectively also did fairly well; but as some of these have now left the school, the middle department, even with the promotions made from the upper primary division, has diminished in strength and contains only 16 scholars. The Reverend Father who supervises the tuition of these 16 boys informs me that, though a small, they are a satisfactory batch of pupils.

87. *St. Paul's Orphanage.*—"There were 87 inmates at this institution when I visited it towards the end of October last, and they were divided for the purposes of tuition into a middle department of 16 boys, an upper primary department of 26 boys, and a lower primary department of 45 boys. On examining the boys I found those of the middle department very well up in their work and quite level in point of study with the boys of the middle department of St. Peter's College. Four of the five boys who formed the head class of this middle department have indeed been promoted to the preparatory entrance class of St. Peter's, to study for matriculation in 1883. In the upper and the lower primary departments I had to make allowance for many boys backward for their age, but about half of each class passed in the somewhat lenient class standards by which I tested them. On the whole I was satisfied with the tuitional state of the school. The health of the orphans has been good during the past year.

88. *Sikandra Orphanage Boys' School.*—"The roll on the 31st March last was 195, of whom 33 were in the middle department, 45 in the upper primary, and 117 in the lower primary department. The school is well instructed throughout, and the Revd. Mr. Bell, the Principal of St. John's College, to which latter institution the orphanage is as it were scholastically affiliated, tells me that every year he receives into the 4th class of his school department a small batch of students who have received their preparatory training in the middle department of the Sikandra Orphanage. From the primary departments of the school 20 boys passed the upper primary examination and 25 the lower primary examination. These results are sufficient to show that the instruction of the younger orphans is carefully attended to under the supervision of the Revd. Mr. Erhardt, a gentleman who for now more than 12 years has ably administered the affairs of the Orphanage. There is one middle English school for girls to notice, *viz.*—

89. *St. Patrick's Orphanage, Agra.*—"This institution contained in October last, when I visited it, 118 inmates, 27 of whom were in the middle department, 34 in the upper primary department, and 48 in the lower primary department, the remaining nine forming an infant class. The tuition in this orphanage is very satisfactory, and the results of my examination were good in each class. The four girls that formed the head class of the middle department passed a creditable examination in English, in the history of England, in the geography and map of India, and in arithmetic, doing vulgar fractions, proportion and interest sums very well. The next class of 10, reading the same course, though not so far advanced in it as the first four girls, did very satisfactorily in that part of the course which they had read. The standard of knowledge to which these 14 girls have attained and the satisfactory progress towards the attainment of the same standard made by the next lower class of 13 girls justify me in ranking this school as an efficient middle-grade English school. From the primary departments two classes of 16 and 18 girls were presented to me for examination in the upper and lower primary standards, and from each class I was able to pass 12 girls. The studies of all these orphan girls are directed and conducted by a sufficient staff of earnest and skilful lady-teachers, and the Government grant of Rs. 250 a month is thoroughly well earned.

Middle Schools, Vernacular.

90. "There are 85 of these. They comprise the middle sections, the 1st and 2nd classes of 45 tahsili and pargana schools, of 38 halkabandi schools, and of two

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vernacular branch schools, adjuncts to the high schools of Muttra and Etáwah. On the 31st March last these 85 schools had an aggregate roll of 640 scholars, of whom 336 were in the 1st class and 304 in the 2nd class. During the year 34 halkabandi schools that in last year's report ranked among middle schools were reduced by committees, acting on a suggestion made from this office, to their more proper position of primary schools. My former knowledge of these 34 schools and their later history alike showed me that 1st and 2nd classes of more than a boy or two could not be continuously maintained in them, and that whenever such an insignificant class was formed it immediately absorbed all the attention of the teacher, to the great detriment of all the primary classes. The inefficiency that was likely to result to all the lower instruction in these 34 schools, if the teachers were allowed to go on training a boy or two for the middle-class anglo-vernacular examination, seemed to me a sufficient reason for asking committees to put them out of the middle schools' list and to limit their curriculum to the upper and lower primary standards. Even of the 38 halkabandi schools that still remain ranked as middle schools some seven or eight will I think have to be reduced, for their career as middle schools has not been very successful. To these, however, the committees have given another year's trial.

91. "Of the 45 tahsíli and pargana schools, the 38 halkabandi schools, and the two branch schools that make up the 85 middle vernacular schools noted in the foregoing paragraph as existing at the end of the year, 44 tahsíli and pargana schools, 32 halkabandi schools and both the branch schools were represented by examinees at the middle-class vernacular examination of November last: and there were, besides, 11 of the 34 halkabandi schools now reduced that also sent up candidates. In all 87 schools of this Division were represented at that examination by 228 candidates, of whom 151 (a percentage of 66·2) passed the test—30 in the first division, 94 in the second division, and 27 in the third division. These results are a considerable improvement upon the results of the examination in 1880, when of 201 candidates only 90, or a percentage of 44·7, passed. The candidates competing from the Etáwah, Etah, and Agra districts, were generally more successful than those competing from the Farukhabad, Muttra, and Mainpuri districts, but even for these three latter districts the percentage of failure (the best criterion of the quality of the candidates) was a commendably low figure. Relatively to other districts, whether the percentage of success upon the whole examination or the percentage of failure in each subject be looked at, the six Districts of this division all did exceedingly well and would in a list that set the several districts of the North-Western Provinces and Oudh in order of success all occupy respectable positions. The Etáwah district would stand first, the Etah district fourth, the Agra district sixth, and the Mainpuri, Farukhabad, and Muttra districts ninth, tenth, and eleventh. The schools that had the greatest success were three tahsíli schools of the Etah district, Kásganj, Aliganj, and Etah khas, and the halkabandi school of Bakewar in the Etáwah district, which four schools passed eight, seven, six, and six pupils respectively. The school that had the next success to these four was the tahsíli school of Tajganj at the headquarters of the Division, which passed five pupils. Then came five schools, each with four pupils passed; and these were followed by ten schools, each with three pupils passed: 21 schools passed two pupils each and 27 schools passed one pupil each. What spoils the record of the examination is the fact that as many as 19 of the 87 competing schools failed to pass a single pupil. Among the 19 I observe the following six tahsíli and pargana schools: the tahsíli schools of Chata and Mahaban in the Muttra district, the tahsíli school of Fatehabad in the Agra district, the pargana school of Ganj Dundwara in the Etah district, the tahsíli school of Shamshabad, and the pargana school of Thathia in the Farukhabad district. These six schools have never been of repute as good middle schools, and this year at inspection I had to note in most of them (Shamshabad and Thathia are the exceptions) inferior instruction in the middle section; but as the teachers have been warned and an absolute failure at the middle-class examination has not before been recorded against them, I trust that in the current year tuitional results both at inspection and at the public examination may be more satisfactory than in the past year. The 13 other schools that made a complete failure in the examination were halkabandi schools injudiciously raised to be middle schools and able to send in only a single candidate each. Seven of the 13, six in Farukhabad, and one in Etah have already been put back to the primary grade, and the remaining six will be similarly treated, unless their attendance and instruction amend. I proceed to some notice of these middle vernacular schools or sections of schools, district by district.

92. *Muttra.*—"From eight town schools and seven halkabandi schools 22 and 14 candidates went up to the middle-class vernacular examination. Of these ten and nine candidates were successful, two being placed in the first, 12 in the second, and five in the third division. This result is only a moderate one and is marred by the fact that two of the town schools, Mahaban and Chata, the former sending in three candidates and the latter two, failed to pass (as I have before stated) any of the number. The halkabandi school of Aurangabad also, though not a badly-taught school on the whole, met with no success this year, its two candidates both failing. Among town schools Aring, Farah, Saidabad, and the city branch school passed two

candidates each and Raya and Kosi one each. The two boys that passed in the first division came from the Saidabad school and the city branch school. These two schools last named did not do as well as was expected, nor did Raya. At my inspection, however, I found all three schools, and the school of Farah also, well-instructed schools throughout. At Kosi I found that the efficiency of the vernacular instruction was somewhat interfered with by the presence of English classes kept up in the school by the municipality. English and the vernacular never go well together in a tahsíli school. At Brindaban also an English department is maintained by the municipality in connexion with the tahsíli school, and the tahsíli school proper has never since the connexion was established risen above the status of a primary school, and that is its status now. Of the halkabandi schools that were successful at the vernacular examination Shergarh (which also did well at my inspection) passed all its three candidates, Nohjhil passed two, and Gokul, Ayerakhera, Math and Kursonda passed one each. These three last schools are better instructed in their primary sections than in their middle sections, and as their middle sections are very poorly attended and with difficulty maintained, it is a question whether they ought to be retained on the list of middle schools.

93. *Agra.*—"The results of the vernacular examination betoken improvement in the middle vernacular schools of the district as a whole: 24 pupils out of 37 sent up, or a percentage of 64·8, passing in November last, against 11 out of 22, or a per centage of 50, passing in the year previous. Only two of the halkabandi schools of the district, Kagarol and Midhakur—no others are allowed by the committee to form middle classes—took part in the examination: Kagarol sending up five candidates and passing one; Midhakhur sending up a single candidate only, who failed. Both these schools will probably do better at the next examination, for at inspection I found the boys who now form their head classes very fairly taught boys. The Kagarol school is now supported on provincial funds, and will henceforth be considered the tahsíli school of the Kheragarh tahsíl. Besides these two halkabandi schools, 8 tahsíli and 2 pargana schools sent up candidates. Of these the tahsíli school of Fatehabad (found at inspection weakly instructed in its head classes, but now reported by the Deputy Inspector as doing well under a new teacher) was the only one that failed entirely and did not pass a boy. The tahsíli schools of Jagner and Fatehpur Sikri and the pargana school of Semra, however, only just escaped failure, each sending up two candidates and passing but one. At Jagner the teacher has neglected his work, as I found on my inspection of the school. He is suspected of frequently absenting himself without leave, but positive proof against him is not forthecoming from the townspeople. I have warned him that the first time such delinquency is established against him, the committee will be asked to dismiss him. The Fatehpur Sikri school was inspected by me a few days before the vernacular examination was held, and I had to remark upon the defective tuition. The Deputy Inspector explained that the boys had not been neglected by the teacher then in charge, who was new, but by his predecessor, who remained sick and did no work for a very long time. It is to be hoped the new teacher will be able to restore the school to a satisfactory state of instruction. The Semra school has always been a poor one as a middle school. It is improving however, and did pretty well both in its middle and primary sections at my inspection. The other six schools that competed at the vernacular examination all showed well or fairly well in the results, the tahsíli school of Tajganj passing 5 out of 7 candidates, one in the first division; the tahsíli school of Firozabad, a school that always does well, passing all its 4 candidates, 2 in the first division; the tahsíli school of Itimadpur passing all its 3 candidates, 2 in the first division; the tahsíli school of Bah passing 4 out of 5 candidates, 2 in the first division; and the pargana schools of Iradatnagar and Pinahat each passing 2 candidates out of 3 and 2 respectively sent in by them. It is not only in the vernacular examination that these 6 schools have done well. All of them showed good tuitional results at my inspection, a fair proportion of boys in each class coming well up to the standards by which the class was tested. The pargana school of Achnera did not compete in the vernacular examination, having no boys above the upper primary class. It has since made the beginning of a middle section in three promoted boys, but at my inspection even the primary tuition was not found efficient, while the number of scholars was most unsatisfactorily small, being only 28 in a town of some 2,000 male inhabitants.

94. *Etáwah.*—"The committee of this district keeps up 100 halkabandi schools, 12 of which, having teachers on Rs. 12 or Rs. 11 and a naib each on Rs. 5, are allowed to prepare pupils for the middle-class vernacular examination or are constituted with middle departments. At the close of the year these 12 schools contained in their middle departments 75 boys, to whom may be added 35 from the 5 tahsíli schools of the district and 16 boys from the Hindi branch of Hume's High School, making a total of 126 boys in 18 schools, all receiving vernacular instruction of the secondary grade. These 126 boys are divided into the usual two classes, 56 being in the 1st class and 17 in the 2nd class. All these 18 schools competed in the last vernacular examination, sending up the boys that then composed their 1st classes, or 51 boys in all. These boys as a body went up very well prepared, 41 of them passing and gaining the certificate. The only school that failed to pass a candidate was the halka-

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bandi school of Sahar. The halkabandi school of Bakewar, as usual, did best, sending in 7 candidates and passing 6 of them, 2 in the first division and 4 in the second. Of the 5 tahsíli schools the only one that did not do quite satisfactorily was Jaswantnagar, which passed only one candidate out of 3 sent up, and that one in the third division. At inspection, too, Jaswantnagar showed itself inferior in teaching to the other tahsíli schools of the district. When marching through the district I was well satisfied with the tuition found in most of these middle vernacular schools and thought that the teachers under the supervision of the new Deputy Inspector had been honestly doing their duty by their pupils, but in general the middle classes were too small in size for me to say that their condition is altogether satisfactory.

95. *Etah.*—"The Deputy Inspector of this district, who has been working hard since he came to it to improve both the instruction and the attendance of his schools and not without success, sent me up an original list of 65 boys to attend the vernacular examination. Eighteen of these did not attend, some because they were sick, some because coming to school irregularly between the time when the list was made out (September) and the time of the examination they had so fallen back in study that it was thought inexpedient to let them go up as examinees. The number of boys actually examined therefore was 47, of whom 39 came from six town schools (tahsíli and pargana) and eight only from five halkabandi schools. The result of the examination was that 27 boys passed, eight in the first division, from the town schools, and seven boys passed, two in the first division, from the halkabandi schools: in all a percentage of 72·3 passed of the candidates sent up. The four tahsíli schools of the district—Kasganj, Aliganj, Etah khas, and Jalesar—which have always been known as well-attended and well-taught schools, did very satisfactorily and maintained their reputations by passing respectively 8 out of 13, 7 out of 7, 6 out of 9, and 4 out of 5 candidates. The Aliganj school was particularly successful, not only passing all its 7 candidates, but getting 5 of them into the first division and the other 2 into the second. The pargana school of Mahrera—a school with the general instruction in which I was not satisfied at inspection—passed, however, 2 of its 4 candidates. The pargana school of Ganj Dundwara, an ill-attended and poorly-instructed school, sent in a single candidate only, who failed. This school needs both a new teacher and a new building. The halkabandi school of Jaithra, found efficient in all its classes when I inspected it, passed all its three candidates; and the halkabandi school of Awa, not now nearly so well taught as it used to be some years ago nor so well attended, passed two candidates, more private pupils of the teacher's than regular scholars of the school. The three halkabandi schools of Rajor, Shahpur, and Sarnau sent in single candidates only, the two first succeeding in passing theirs and the third failing. The three last-named schools have always had a low attendance and they have so still, as I found at my inspection, and I do not think it can be of much use keeping them on as middle schools. Representations to this effect have already been made to the district committee.

96. *Mainpuri.*—" The five tahsíli schools of this district do not improve. They have been stationary for the last five years, and have passed in that time fewer boys than they ought to have done in the middle-class vernacular examination. They are however, tolerably well-taught schools in their upper and lower primary sections. This year they sent for the examination 17 candidates, of whom 10 passed. The tahsíli school at the sadr did best, sending up 5 candidates and passing 4 of them. Karhal and Shikohabad also sent up 5 candidates each, but only 2 in each case passed. Bhongaon and Kuraoli sent up only single candidates and both passed. There was no entire failure therefore, but still the success was not up to the mark of tahsíli schools elsewhere. The five halkabandi schools that competed in the examination were Sultanganj, Illahabad, Jasrana, Khairgarh, and Sadhupur. The first three sent in and passed only a single candidate each: the last passed one out of 4 sent in. These are the only halkabandi schools of the district that have middle-classes, but the attendance in those classes is so very meagre that it is doubtful whether any of the five schools will be able to take permanent rank as a middle school. Viewed as primary schools they are all efficient, Illahabad being the best.

97. *Farukhabad.*—" Besides 9 town schools, which sent up 20 candidates between them, 11 halkabandi schools, sending up only 12 candidates, competed in the vernacular examination. As many as 8 out of these 11 schools failed to pass the single candidates they sent up. The only halkabandi schools that passed candidates were Barhpur, which passed 2, and Gursahaiganj and Makrandnagar, which passed one each. So far as the halkabandi schools were concerned, the results of the examination were not at all satisfactory. The town schools did better, though not so well as schools so generally well taught should have done. Their actual success was 14 candidates passed out of the 20 sent up; but Shamshabad and Thathia, fairly prosperous and efficient schools, sent in only one candidate each, neither passing; and several other schools were insufficiently represented, the good school of Kanauj to wit, which sent in but two boys and passed only one of them. The schools that did best were the tahsíli schools of Farukhabad and Sarai Miran, each of which passed three candidates and one each in the first division. The Chabramau, Talgram, and Kaimganj schools passed two each and the school of Tirwa passed one. In my opinion, formed from my own examinations of the schools, all these town schools should have sent up and passed more boys.

The committee of this district has during the past two or three years had some 20 halkabandi schools classified experimentally as middle vernacular schools and attempting to teach up to the middle-class vernacular examination; but little of success having attended the experiments, the committee has now determined to confine middle vernacular instruction in halkabandi schools to the three schools of Barhpur, Akbarpur, and Kampil. These three schools having already a good attendance and well-taught upper primary departments to feed the middle classes may, it is hoped, if kept in the hands of duly-qualified teachers, gradually assume a firm and sure status as middle vernacular schools, and pass as many boys in the middle-class vernacular examination as the best town schools now pass. The three schools contain now 25 pupils, or an average of 8 pupils per school in their middle classes, and the 9 town schools contain 83 pupils, or an average of 9 pupils per school: so that the two groups of schools start the new year nearly level in point of attendance. Whether equality of instruction can be maintained in them is a matter remaining to be seen."

ROHILKHAND DIVISION.

98. *Bareilly.*—The F. A. class opened tentatively in January, 1881, was closed in May of the same year, as the demands made by it upon the headmaster's time prevented his doing justice to the entrance and second classes and to general supervision. The failure of the experiment is disappointing, but the retention of the class was incompatible with the interests of the school. To the brief existence of this F.A. class the headmaster attributes the unprecedented failures in the entrance class and the unusually bad results both of the departmental and the local examinations of the lower classes. The number of students in the higher classes has somewhat decreased, but in the lower school the roll shows 172 as against 113 of last year. The boarding-house is fuller than it ever was in the palmiest days of the college, "the increase being chiefly in small boys, many of them the sons of well-to-do zamindars in the interior of the district who seem to be just awakening to the advantage of having their sons taught English." The proportion of Muhammadan boys reading in the school is this year unusually large. Out of 21 students sent up for the entrance examination only 7 passed, and only 5 out of 42 candidates for the middle-class anglo-vernacular examination were successful. The 3rd class was evidently too large, and many boys whom the headmaster found absolutely unfit to remain in it should have been degraded early in the year. Boys who read in the 3rd class till September must as a matter of course go in for the examination; and as the class was not weeded in time, the proportion of failures was discreditably large. In the lower classes some 40 per cent. passed the examinations for promotion. As regards the results of the entrance and departmental examinations the year has been an exceptionally bad one, but in other respects much good work has been done. The usefulness of the school is, by means of its boarding-house, extending farther and farther, and it draws many of its students not only from the interior of the district, but from Bijnor, Budaun, and Kumaun, which have no high school of their own.

99. The following remarks on the high and middle schools of the Division are taken from the Inspector's report:—

"On the last day of the official year there were 52 pupils on the united rolls of the two Government high schools, as against 39 in the previous year. This increase of 33 per cent. in the attendance, which is very satisfactory and encouraging to the headmasters, is no doubt partly due to the success of the schools in the last two entrance examinations—a success clearly indicative of good and careful teaching. The results of this examination are precisely the same as those of last year, 8 out of 9 candidates having passed—5 in the second and 3 in the third division. This year the Moradabad school gains the distinction, acquired by Sháhjahánpur last year, of passing all its candidates.

100. "The following are detailed particulars of each school:—

Moradabad.—"The year closed with 34 students in the high school, an increase of 5 as compared with last year. Of the 6 boys who were sent up for the entrance examination all passed, 4 in the second and 2 in the third division. One of the 4 who passed in the second division, but for long illness, would certainly have gained a place in the 1st grade, and probably a scholarship into the bargain. The 2nd class suffered greatly from sickness during the latter part of the year. One boy, a rather promising lad, was carried off by fever, and some others were so reduced in strength that the headmaster felt constrained to put off the examination of the class till the re-opening of the school in January. Out of 10 boys present at the examination, only two passed satisfactorily, and two others were promoted on trial. This year the entrance class has 12, and the second 22 pupils. In each class there are many who have been admitted from other schools.

101. *Sháhjahánpur.*—"The roll shows an increase of 8 pupils, there being now 18 as against 10 at the close of last year. Of the 3 boys who went up for the matriculation examination, two passed, in the second and third divisions respectively. I had occasion to observe last year that the class was a poor one, both in number and material, and I certainly did not anticipate any favourable results. The success of the two boys, both sickly lads, is entirely due to the care and labour bestowed on them

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by Mr. Williams. One of the passed boys has obtained a scholarship of Rs. 10 in the Aligarh M. A. O. College, which, though ostensibly established for the benefit of Muhammadans, not only opens its doors to Hindus, but by its liberal system of scholarships attracts some of the most intelligent of them from our high schools. Of 7 boys in class 2, 4 were promoted to the 1st, to which also have been recently admitted 5 boys from out-stations, so that this year's entrance class consists of 9 pupils. It is a good class and will, I think, do creditably at the close of the year. The headmaster has now no reason to complain of boys not coming in from neighbouring stations.

Middle English Schools.

102. "These are the middle departments of the two high schools, the Budaun and Bijnor zila schools, the Pilibhit municipal school (English department), the aided mission schools of Moradabad and Sháhjahánpur, and the unaided mission schools of Bareilly and Budaun. The Bareilly girls' orphanage also ranks as a middle school, but has as yet presented no candidates for examination.

103. *Anglo-Vernacular Examination.*—"The results of this examination are on the whole far more satisfactory than those of last year, when out of 61 candidates from all classes of schools only 16 passed. This year, out of 46 candidates sent up by the 4 Government schools, 27 passed; of 8 candidates from aided schools 2 passed, and of 19 belonging to private schools 3 passed. The Pilibhít municipal school, which sent up 3 candidates for the first time, failed to pass any. In all 32, or twice as many as last year, passed. The percentages of passed boys to examinees are, for Government schools, 59; for aided schools, 25; and for private schools, 16. The Sháhjahánpur school again takes the first place in this division, its percentage of passed boys being over 81. Bijnor follows with a percentage of 77, Moradabad stands third with one of 54, and Budaun last, with a percentage of 33.

All the Government schools thus show considerable improvement over last year, the aided schools, show slight improvement, and the unaided schools none whatever.

Government Middle English Schools.

104. "The aggregate roll of the four schools is 205, against 209 last year. This decrease is due no doubt to the promotion or withdrawal of the larger number of boys who have this year passed the middle-class examination, and also to greater strictness exercised by the headmaster in advancing boys from the primary departments. The numbers are for Moradabad 68, for Sháhjahánpur 40, for Budaun 54, and for Bijnor 43. The Budaun school shows an increase, the others a slight decrease.

"I give below details for each school:—

105. *Moradabad.*—"The results of the departmental examination prove that Mr. Bonnaud, while bent on achieving success in the entrance examination, has not been unmindful of the interests of his middle school. They show a marked improvement on former years, 6 out of 11 candidates obtaining certificates and one failing by only a single mark in history and geography. Not a single boy failed in mathematics and only one failed in English, a result highly creditable to M. Bhagwan Dás, the second master, who taught the class in those subjects. One of the 6 passed boys stands 5th on the list of scholarship-holders. The 4th class, like the 2nd, suffered greatly from sickness, and its examination was not held till after the re-opening of the school in January, when 9 boys were found fit for promotion. The 5th or lowest middle class was more fortunate than the one above, and underwent its examination at the usual time, 7 out of 16 boys receiving promotion.

106. *Sháhjahánpur.*—"The roll shows a decrease of 2 pupils. The results of the middle class examination were most creditable, 9 out of 11 having passed. 'The credit of the success,' says Mr. Williams, 'is due to the second master, M. Dost Muhammad Khan, and the fourth master, M. Bakhtawar Singh.' To this I may add that part of the credit is due to the headmaster himself, who throughout the year frequently examined the class and generally exercised a most careful supervision over it. The 4th and 5th classes did fairly at the annual examination, 4 and 7 students respectively receiving promotion.

107. *Budaun.*—"The roll number has risen from 46 to 54. The results of the middle-class examination were slightly better than those of the previous year, 5 out of 15 passing as against 4 out of 15 in 1880. Most of the failures were in the second language, but at least one-third of the class failed in English as well. Nearly all did well in mathematics and in history and geography. Arrangements have been made by which the study of the Persian course will be commenced in one of the lower classes, so that the boys may have made some progress in it before they join the 3rd class. The 4th class was not a good one, and very few promotions were made from it. The 5th, on the other hand, did well, nearly all being promoted.

108. *Bijnor.*—"There are but few middle schools in these provinces showing better work than this one. Of the 9 boys sent up for the middle-class examination 7 passed. One of the passed boys had held a Government vernacular scholarship for four years, having passed the vernacular examination from the Bijnor tahsíli school in 1877. When he joined he did not know a word of English, and his rapid progress shows the advantage of being well grounded in the vernacular before entering on the study of English. Of the 7 passed boys 5 have obtained Government anglo-

vernacular scholarships, one of these, Shabbir Husen, standing 3rd on the general list. This school has thus carried off one-eighth of the scholarships awarded for precedence in the anglo-vernacular examination this year. It is satisfactory that all the passed candidates are prosecuting their studies with a view to the attainment of a still higher standard. Five have joined the Bareilly high school, one the Meerut school, and one the Agra Medical School.

"The present 3rd class consists of 9 boys newly promoted. Most of these have a fair knowledge of English, and if they apply themselves industriously to their studies and attend regularly, they will no doubt do well and reflect further credit on the school.

109. *Municipal English School, Pilibhit.*—"The middle department of this school has 12 boys on the roll. As I had anticipated, the two boys sent up for the middle-class examination failed. I had examined them some time before the departmental examination, and then came to the conclusion that it would have been wiser to have kept them back for another year. The headmaster's duties are very heavy, as besides teaching for some hours daily in the English department he has to supervise the five oriental and vernacular departments attached to the school.

"The assistant teachers too are very poorly paid.

Aided Middle English Schools.

110. "These are for boys the Moradabad Mission school and the Lodipur Orphanage, and for girls the Bareilly Orphanage.

111. *Moradabad Mission School.*—"I reported last year that the managers had appointed a new headmaster recommended by myself, and I then expressed a hope that the change of masters would prove beneficial to the school. It has done so. After several successive years of failure the school has been successful in the middle-class examination, 2 out of 5, or 40 per cent. of its candidates, having passed. The new headmaster has revised the scheme of studies, raising the standards so as to satisfy the requirements of the departmental examinations, and he has exercised great strictness in making promotions from the lower to the middle schol. This strictness was much needed (for in past years the boys at the close of each year looked for promotion almost as a right), and will undoubtedly tend to the success of the school in future years. When I saw the school in January there were 27 boys in the middle department, an increase of 5 over last year.

112. *Lodipur Orphanage.*—"There are 17 boys in the middle department, as against 26 last year. The results of the middle-class examination were again unfavourable. One boy passed in the first examination, but failed on re-examination. The remaining two failed the first time in mathematics, and one of the two in history also. This school is wrongly entered in the printed statement of general results as a high school: it does not carry its teaching beyond the middle-class standard.

113. *Bareilly Girls' Orphanage.*—"The number of girls in the middle school is 37, as against 40 last year. Miss Sparkes, the Lady Superintendent, has not as yet been able to carry out her desire of sending up a few girls for the middle-class examination. For the last two years she has been hoping to do so, but her best and brightest pupils have left to be married. She has, however, succeeded in forming a 3rd class, and there is reason to hope that it will be prepared to undergo an examination at the close of this year. The girls are sharp at arithmetic, but backward in English.

Unaided Schools.

114. "The only schools of this class that furnished candidates for the examination were the Bareilly and the Budaun mission schools. The former sent up 8, all of whom failed. From the Budaun school one passed, but he was formerly a pupil in the Government school, and appeared in the middle-class examination of 1881, failing by a few marks in mathematics. Subsequently he joined the mission school, which then gets the credit of his success. This school has now received a Government grant, and will in future be regularly inspected and fully reported on.

Middle Vernacular Schools.

115. "These comprise the middle departments of Government vernacular schools and of the Sherkot aided school. The results of the middle-class vernacular examination show an improvement over those of last year, when 55 schools, sending up 168 candidates, passed only 43. This year, out of 229 candidates from 66 schools, 69 have been successful. Of these no less than 66 belonged to Government schools, one to the Sherkot aided school, and two were private students. Among those who passed from Government schools were 3 from the Bijnor zila school, all of whom got scholarships.

Government Middle Vernacular Schools.

116. "There are now 71 of these schools, with an aggregate roll of 566, as against 75 with roll of 444 last year. Of these 71, 33 are town (tahsili and pargana) and the remaing 38 village or halkabandi schools. I am glad to find a slight falling off in the number of these village middle schools, for I have long recommended the abolition or reduction in status of many of them which are only middle schools in name. Of the 33 town schools 31 sent up 118 candidates, passing 40; and of the 38 village schools 28 sent up 74, passing 23. Last year 27 passed from town, and only 9 from village schools. I give below a few remarks on the state of these schools, district by district:—

117. *Bijnor.*—"Of the 26 candidates who passed from the Government schools 3, as already stated, belonged to the middle English school. Of the remaining

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23, 2 were placed in the 1st, 13 in the 2nd, and 8 in the 3rd grade. There are only nine middle schoolssn the district, all of which furnished candidates and all of which were more or less successful. Nagína passed 3 out of 7 examinees, one of the 3 gaining a Government scholarship. Chandpur passed 2 out of 5, also gaining a place in the first divivion.

"The Bijnor school passed 5, 3 being in the second division ; Najibabad passed one in the second, Dhampur and Nihtor one each in the third division.

"The village school of Habibwálá passed 5 in the second and 3 in the third division ; that of Seohara one in the second and that of Rehar one in the third. The 2nd class in each of the above town schools was examined by myself, and out of an aggregate roll of 32, 23 were found qualified for promotion. The teachers of Nagína and Chándpur receive, in addition to their Government pay, an allowance of Rs. 5 per month from municipal funds.

118. *Moradabad.*—"This is the only district in the Division which shows a falling off this year. It passes only 3 candidates as against 8 last year. The successful schools are the Chandausi tahsíli, the Kánt pargana, and the Harthala halkabandi school. The Chandausi boy gains a place in the first division. Six town and 4 village schools have failed to pass a single boy. I found most of the schools, even some of the best, very deficient in mathematics, and this is the subject in which there are the greatest number of failures. At Chandausi the 2nd class did badly in my examination ; so also at Sirsi and Moradabad. As regards the last-named school I was so dissatisfied with its general state that I had to recommend a change in the staff of teachers which has since been carried out. I cannot, however, account for the failure of the Hasanpur and Amroha schools, both of which I found in a very satisfactory state. The Nagli halkabandi school, which sent up two candidates, is also a good school.

"The Deputy Inspector is an able man and has had considerable experience. I cannot, however, say that I was altogether satisfied with the work of his subordinate, and should there be no improvement next year, it will probably be necessary to recommend a change in the district inspecting staff.

119. *Budaun.*—"The aggregate roll of the middle schools in this district shows an increase of 48 pupils, the number being 165, as against 117 last year. Out of 57 candidates 14 passed the middle-class examination—1 in the 1st, 5 in the 2nd, and 8 in the 3rd grade. The successful schools are the Budaun, Saheswan, Gunnaur, and Islámnagar town schools, and the Saidpur, Shekhupur, Datáganj, Vazirganj, and Kakrala halkabandi schools. One of the best tahsíli schools (that of Bisauli), the Bilsi pargana school, and 6 village schools, passed no candidates. The Ujháni pargana school furnished none. It had declined both in numbers and status when I saw it in March last and and had no 1st class. A change of teachers has been proposed. Bilsi, as stated in my last report, is not likely to maintain its status as a middle school. Higher instruction is not appreciated by the people, and the few boys in the upper classes do not belong to the town, but to neighbouring villages. As regards the village schools I have always been of opinion that many of them should never have been allowed to teach beyond the primary standard, and I have recently recommended the reduction of some of them.

120. *Bareilly.*—"The schools have made good progress under the management of Deputy Inspector Kishan Lál. The roll number has increased from 67 to 81, and 15 boys have passed the departmental examination against 5 last year ; one of the passed boys gaining the 12th place in the general list. There are 11 middle schools in the district, 7 of which were successful, *viz.*, all the town schools (5) and the two village schools of Atarcheri and Basdharan. The best halkabandi school—that of Gaini, which for some years past has been more or less successful in the examinations, failed this year. A change of teachers made during the year was probably one cause of its failure. Fever was very prevalent in some parts of the district during the autumn months, otherwise I believe the results of the examination would have been still more favourable.

121. *Sháhjahánpur.*—"This district, which for years past has been behind the other districts of the Division, has at length begun to show signs of improvement under the management of its present district inspecting officer, M. Ishri Parshad. Last year it sent up only three candidates, passing none. This year it has passed 6 out of 22, or 27 per cent. There are 10 middle schools, 9 of which sent up candidates, and of these 9 five were sucessful, *viz.*, the town schools of Tilhar and Kuttra and the village schools of Bádsháhnagar, Kunwalnainpur, and Jewan. The unsucessful town schools were those of Jalálabad and Pawayán. Sháhjahánpur sent up no candidates this year. I saw the Jalálabad school in December and found the 2nd class lamentably deficient in arithmetic. A change of teachers was recommended. At Pawayán also the 2nd class did badly, but generally the school was beginning to improve. The Sháhjahánpur tahsíli school for many years never advanced beyond the status of a primary school. Under the careful and judicious supervision of the Deputy Inspector and with a new teacher it has made excellent progress. A middle department has been formed, and it will this year for the first time since its establishment furnish candidates for the middle-class examination.

122. *Pilibhít.*—"This district has also slightly improved. Last year there were 20 candidates; all of whom failed ; this year 2 out of 10 passed, one of the two being placed in the first division. Both the passed lads belonged to the Bisalpur tahsíli school. The Jahánabad town school and 4 village schools failed to pass any boys. I found the Jahánabad 2nd class deficient in mathematics, and I see that half the candidates from

the district failed in that subject. Some of the village schools are good ones and will, I hope, do better next year.

"With reference to the above remarks then, I observe that all the districts have made more or less improvement since last year, except Moradabad. As regards this district, I shall at the close of the current year be better able to judge whether any change in the supervising staff is necessary or desirable. I have already stated that there are among the schools that failed at least three very good ones, and I trust that the next year's results will be very different.

Aided Middle Vernacular School.

123. "This is the Sherkot school in the Bijnor district. Though an aided school, it is entirely under the management of the Deputy Inspector. It has 11 boys in the middle department and passed one out of four candidates, the passed boy being placed in the first divison."

ALLAHABAD DIVISION.

124. The Inspector reports as follows:—

"Of the zila schools of the high status, that of Allahabad alone shows any considerable degree of improvement and efficiency. The less satisfactory instruction results obtained this year in the Cawnpore school may be due in a measure to the several changes which the staff has of late undergone. The Bánda school, as a high school, will not, I fear, from unfavourable circumstances, including those of situation and climate, ever be distinguished by any very great success.

125. "Of the three middle-class zila schools, while that of Hámírpur has remained in the same stagnant condition of inefficiency, those of Jaunpur and Fatehpur have markedly improved.

126. "In the *Allahabad Zila High School* the average number on the rolls has been 465, against 438 of the previous year, with an attendance of 394 against 339. Of the total roll number, 76 are found in the high division, 140 in the middle, and 249 in the primary. The attendance percentage on the whole number is as high as 86. The annual fee income of the Allahabad school has risen to Rs. 4,182, being an increase of nearly Rs. 1,000 on the income of 1879-80. The high division sent up, of its 1st class, 30 candidates for the Calcutta University Entrance, of whom 18 were successful, one only being placed in the 1st grade, ten in the 2nd grade, and seven in the 3rd. In the middle division, the 3rd class, numbering 30 pupils, passed *ten* for the departmental middle-class anglo-vernacular certificate. The upper primary sub-division of the school qualified 62 examinees (out of 124) for promotion to the middle division, while in the lower primary section 23 boys only were found fit to go up to the upper primary. These last-mentioned results are not satisfactory, and are due chiefly to this lowest section having been insufficiently supplied with teachers and class-room accommodation, both of which causes of complaint have now been removed. The boarding-house continues a successful feature of the Allahabad school, and under the superintendence of the late third master, Munshi Hargobind Dyal, discipline and order were restored and maintained.

127. "The *Cawnpore Zila High School* numbers at the end of the year 347 pupils, as against 267 of the last year. This increase, which has been in the primary division only, has raised the fee-income by Rs. 530, *viz.*, from Rs. 1,857 in the last year to Rs. 2,387 in the present. From the first division of the school 15 candidates went up for the Calcutta University Matriculation, of which number *two* only were successful. Of the 13 failures, not one got through in English, and Persian was the only subject in which the class did really well. When it is stated that, in addition to the 13 failures, an equal number had been previously weeded out and not allowed to go up as being hopeless cases, the very inefficient character of this 1st class is the more evident. The Cawnpore 1st class has never before done so badly. From the middle division, the 3rd class sent up 19 candidates for the departmental certificate. Of the successful *seven*, three were placed sufficiently high in the general list to obtain Government scholarships. The boarding-house attached to the Cawnpore school has become apparently still more attractive since the change in its management. The numbers have greatly increased, and the dormitories are quite inadequate to present wants. To this the attention of the local committee has been drawn.

128. "The *Bánda Zila High School* is of the 3rd grade only. Its numbers show no increase, worthy of mention, over those of the year preceding, while, indeed, the actual attendance is marked by a falling off. Nor have the higher instruction results been satisfactory; *one* candidate only out of five succeeding in the Calcutta University Entrance, and that in the second division. The middle division has been more successful: six boys of the 3rd class obtained the departmental anglo-vernacular certificate. The boarding-house in Bánda is by no means a success. An undue proportion of local scholarships has been allotted it, and yet half the rooms have remained unoccupied, the stipends failing to attract anything like the required number of inmates. This unsatisfactory state of things has been pointed out to the district authorities, who, it is hoped, will succeed in inducing more youths from vernacular schools to avail themselves of the benefits to be derived from boarding-house scholarships and residence.

129. "Of the zila schools of the middle class, that of *Jaunpur* now stands the first in the division, both in numbers and standard of instruction. On the 31st

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March 192 pupils were borne on the rolls, with an actual attendance of upwards of 160. The fee-income for the year under review amounts to Rs. 522, against Rs. 424 for that preceding. For the annual departmental certificate, out of 12 candidates 7 were successful. Being still recognised as of the middle status, the school is not allowed, professedly, to form an University entrance class. As private students however, ex-pupils of the 3rd class, have gone up for matriculation, and at the last examination one candidate passed in the first division. It is hoped that arrangements may be ere long completed for providing a sufficient extension of the teaching staff to admit of 2nd and 1st classes being regularly added, with the view of ultimately raising the school to the high status.

130. "The *Fatehpur Middle Class Zila School* has continued to increase and improve. There are now 153 boys on the register, with a daily attendance of 130. The school-fees for the year amount to Rs. 455. The senior class sent up seven youths for the middle-class anglo-vernacular examination, of whom five were successful. The school has now outgrown its class-room accommodation as well as its teaching staff. Arrangements are being made for provision for an additional teacher, and it is much to be desired that the plans for a more commodious school-house, which have been submitted, be sanctioned and the building soon erected. The boarding-house, like that of Cawnpore, continues full, and the numbers of inmates would be readily increased were the accommodation sufficient and more suitable. The headmaster, Babu Kashi Nath, is a painstaking and efficient officer.

131. "The *Hamírpur Zila School* continues to be as unsuccessfully conducted as ever. Application has been made for the removal of the present headmaster as a first step towards raising the school out of that stationary inefficiency in which the classes have for so long remained.

Vernacular Schools.

132. "As tested by the results of the annual departmental examination, the schools of the middle class show considerably increased efficiency: 55 candidates having obtained the certificate, against 44 of the year preceding. These numbers are not absolutely large; still, when compared with the examination results of some four or five years back, they show how greatly the instruction has been improved. *Cawnpore* heads the list with 21 passed candidates, followed next by *Allahabad* with 14. The *Hamírpur* schools would appear to have remained nearly stationary, passing eight only. This may be attributed, probably, to temporary changes in the subordinate instruction staff. *Bánda* and *Fatehpur*, with five and four successful candidates respectively, begin to show symptoms of hat improvement which has for so long been wanting. *Jaunpur* is the one district in which the middle-class vernacular schools have been surprisingly disappointing. While in 1880 it headed the list with 13 passed men, in 1881 we find it at the bottom of the list with three only. Notwithstanding, however, such unsatisfactory results of the departmental test, some of the Jaunpur schools—to wit those of Machhlishahar and Karakat—are undoubtedly in a very satisfactory and efficient condition.

133. "While the institution of the annual departmental examination has certainly proved a powerful incentive to effort on the part of teachers and pupils, and thereby has been an indirect means of raising the standard of instruction in the middle-class schools, yet every importance should not be attached to success in such examinations alone. For while, as already remarked, some schools which have been partially or wholly unsuccessful in the competitive test have been found otherwise in a satisfactory condition throughout, others again have sent up one or more successful candidates for the certificate, while the whole of the remaining school classes have been discovered in a state of more or less disgraceful neglect. District committees have been accordingly advised to reconsider annually the pay and promotion of the teachers of middle-class schools, having regard both to the annual departmental examination and to the condition in which the schools may have been found by *in situ* detailed inspections.

134. "In the district of Allahabad there are now nine middle-class vernacular provincial schools. Of these, Daranagar, Sayyed Sarawan, Sirsa, Kathowli, and Phulpur, are in a satisfactory condition. The Sirsa and Phulpur schools had for some considerable time remained very backward and inefficient, and it has been chiefly by the frequent visits of the local inspecting officers that they have been raised to rank among the best schools of the district. The schools of Soraon, Handia, Karchhana, and Manjhanpur are more or less in an unsatisfactory state. Soraon affords an instance of teachers neglecting the bulk of the classes, to attend to the preparation of one or two youths for the departmental annual examination. The Handia, Karchhana, and Manjhanpur schools continue more or less failures, in spite of repeated real efforts to improve them. Situated in the midst of Hindi speaking and reading communities, these schools have been constituted Urdu schools, in which there has all along been a surreptitious introduction of more or less Persian. Such arrangements were mistakes, or more probably *jobs*, on the part of former Deputy Inspectors, for the convenience or advantage of sons of tahsíli amlas. It is feared that, at least in the cases of Handia and Karchhana, there is no real and lasting cure for the present unsatisfactory state of things, except the radical one of breaking up the character and classification of these schools and re-casting them as Hindi. Such treatment as suggested would probably be followed by the withdrawal of all the elder pupils,

who have been reading Urdu with a smattering of Persian, and the consequent reduction of the classification to the primary ranks, to be gradually rebuilt up to the required status through a course of three or more years. But no patching or propping by means of scholarships or rewards would be succeeded by any lasting efficiency in these schools on their present Urdu basis. The Kathowli school has been until lately a successful halkabandi primary school, and has now justly been made a provincial middle school in the place of that formerly in Bára, a tahsíl in which a middle-class school had never obtained the professed standard, nor was ever likely to do so.

135. "In the Fatehpur district there are six provincial middle-class schools and four halkabandi. Of the provincial schools of Fatehpur, there is not one which may be correctly ranked as efficient throughout. Khajua, Mandawa, and Hoseinganj possess schools which may be considered as in a fairly satisfactory condition. Those of Kishenpur and Sáh are poor indeed, while that of Jahanabad (Kora), viewed as a whole, is a decided failure, notwithstanding that at the last test one candidate for the departmental certificate got through. Of the four halkabandi middle schools, that at Kot is efficiently taught and conducted; those of Sarowli and Asani were found fairly well looked after; while the Derha Sai school greatly fell short of the professed status.

136. "The Cawnpore middle-class vernacular schools continue the most successful and are by far the most numerous. The provincial middle schools are twelve: those of Billhaur and Narwal stand high above all others, both with reference to departmental examination results and to general instruction throughout. Next ranks the Pukharáian school, which, however, has this year passed no candidate for the middle-class vernacular. The schools at Ghátampur and Rasulábad have, after some years of stagnation, begun to make evident signs of improvement, though it is very doubtful whether a school of the middle status would ever continue long to do well at Rasulabad. Beyond the families and dependents of the tahsíli amla, the town supplies but very insufficient and poor class-material. The Jájmau and Kursi schools are doing fairly well; the Bithúr, Shiuli, and Akbarpur schools are not in a satisfactory state. Of these latter the Shiuli school is unfavourably located, and it is for consideration whether it might not with profit be removed to Shiurájpur. There is no sufficient reason why the Bithúr and Akbarpur schools should continue so unsuccessful as they have done: perhaps the proximity of Bithúr to Cawnpore may account for the stationary character of the former; but a change in the staff which has been recommended will, it is hoped, do something towards pushing this school more forward. Should the Akbarpur school in another year show no marked advance, similar alterations would probably be carried out there as at Bithúr. The Derapur and Sachendi schools are the only ones to be pronounced positive failures. The population of Derapur is largely Musalman, and while the Persian class is full and popular, the vernacular forms are either vacant or occupied by small children spelling out their Hindi primers. The Sachendi school is the third of its class in the Jajmau tahsíl; it has never for any time been maintained fully up to its standard, and for the last few years has virtually been a primary school. It is doubtful whether a middle-class school is really called for at Sachendi. Of the halkabandi middle-class schools of Cawnpore, those at Sarh, Mandana, Bannapur, Sakhrej, Kakupur, Dundawa, Munári, and Benwár, each passed a candidate at the last departmental examination. The Bannapur and Mandana schools were found to have been otherwise generally neglected, and they have consequently, with eight others, been struck off the list of halkabandi schools allowed to rank as middle-class schools, the number of which has thus been considerably reduced.

137. "*The Hamírpur Middle Class Vernacular Schools* comprise seven provincial and four local funds schools. Of the provincial schools, that at Ráth continues to hold its place among the best in the division. The Kharela school is the next in order of efficiency. The Mahoba school, while increasing in numbers has declined somewhat in the standard of class instruction, notwithstanding that provision was made for an increase to the teaching power. The Jalalpur, Sumerpur, and Maudha schools have improved since they were last inspected; while that at Kulpahar continues, it is to be regretted, in a very inefficient and unsatisfactory state. Of the four local funds middle schools, that at Kabrai, the last admitted into the privileged list, is alone worthy of its profession, those of Kurára and Jaitpur having lamentably declined; while the Srinagar school, which passed two candidates at the late departmental test, is in every other respect a complete and disgraceful failure.

138. "Among the middle-class vernacular schools of Bánda there are none other than provincial, of which there are nine. Of these nine schools there is one only—that of the town of Bánda itself—which could be truly ranked as efficient. The Kamasin school was last found to have much improved under the management of a new teacher; but as he had been working alone, unaided by any assistant, it was impossible that the classes throughout could receive requisite attention. The school at Sindhan, though at present in anything but a satisfactory state, is likely to improve from recent arrángements for teachers. The Karwi and Mataund schools are both but poor with reference to numbers and instruction, though the latter did succeed in passing one candidate for the middle-class certificate. The school at Kalinjar, which is in a very poor state, with no upper classes, has again received its former teacher, under whom the school had much improved, and whose transfer was a great mistake. It is

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expectedt hiss chool will now rise somewhat near to the standard professed. The Basaunda school is one of the worst, and there is at present, unfortunately, little or no prospect of improvement. The pargana school at Rájapur, as well as the Mau tahsíli school, are positive failures. These two last mentioned have suffered from the want of fit house-accommodation, but new and suitable buildings are about to be erected. The instruction in the Rájapur school had greatly fallen off, while but little could be said of the neglect of the teacher, who, like that at Kamasin, had been left for months without a naib to look after the heavy primary division. From this it will appear that, with the solitary exception of that in the Sadar, the middle schools of Bánda continue among the worst, and the unsatisfactory results of the departmental examination are fully accounted for. The backward and out-of-the-way character of the Bánda district accounts somewhat for the very inefficient condition of these schools, and it is only by the continued attention of the district committee and frequent visits of local Inspectors that any great improvement may be expected.

139. "In Jaunpur the middle-class vernacular schools number five only, *viz.*, the four tahsíli schools of Machhlishahr, Kerakat, Sháhganj, and Mariahu, and the pargana school at Mongra Badshahpur. The Machhlishahr and Kerakat schools are among the best in the Division, being in a very satisfactory condition throughout. The Sháhganj school has much improved and may now be ranked as fairly efficient. The Mariáhu school, it is to be regretted, has not made any improvement as yet, nor is there much real hope, it is feared, that in the current year much progress will be effected. The head teacher, who is a new man, is English educated, having (like the teacher at Mongra Badshahpur also) passed the Calcutta University Entrance. He is therefore somewhat out of place in charge of a purely vernacular school. The Mongra Badshahpur school is making no real steady progress. The teacher (who, as already mentioned, is a matriculant of the Calcutta University), as well as the Deputy Inspector, shows his want of judgment by forcing up a very unsound classification. It is for the district committee to consider whether a better situation for the pargana school could not be chosen, and the Mongra school be constituted a halkabandi school of the lower status.

140. "Of the 78 middle-class vernacular schools in the Division, 36 (or 46 *per cent.*) were found in an efficient condition, while 52 *per cent.* of the boys examined passed with credit."

Aided Schools.

141. "Of the aided-schools, ten are in Allahabad itself, six in Cawnpore, and one in Jaunpur. Of those in Allahabad, the Protestant high schools (girls' and boys') continue in a very satisfactory and efficient condition. The boys' school sent up again four candidates for the Calcutta University Entrance, all of whom were successful; while the girls' school sent up two candidates, both passing. The formation of classes for the University Entrance and First Arts has thrown a deal of extra work upon the headmaster, Mr. Hörst, and the lady superintendent, Miss Arthur. This matter is now under consideration, and it is hoped the general committee will be able to arrange for the services of a thoroughly qualified master, to act as second master in the boys' school and master in the girls' school, and whose teaching shall be confined to the said University classes. The Girls' High School, in particular, continues steadily to increase. With the numbers the funds have correspondingly grown, and this has admitted of considerable additions to the accommodation. Two dormitories, a matron's room, and an infirmary have been lately built. The Infant school, under the superintendence of Miss Floyd, continues a very successful branch of this excellent institution. The pupil-teacher classes are in full working order. Of the *St. Mary's Convent Schools*, the day school in Cannington has declined somewhat: out of a total of 44, 31 children only were present at the Inspector's examination. This day school suffers from an annual exodus of a large proportion of the pupils to Naini Tal or other hill stations for six months of the hot weather. More teaching power is required to be thrown into the upper classes. In the classes of the boarding school at Phaphamau English is now taught very successfully. More time should be given to arithmetic in the upper section of the school. The efficiency of the Phaphamau school has generally increased. The *Colonelganj subscription school* is continuing in a quiet way to do a deal of useful work. The classes suffer from the want of a commodious and more adapted school-building, and until such be provided no great improvement in either instruction or discipline can reasonably be expected. The boys are packed much too closely for successful teaching, while anything like fair and complete examination is quite out of the question. In the *American Presbyterian Mission School, Katra*, the instruction in the upper classes has not been satisfactory. The lower classes are undermanned, and an additional teacher is greatly needed. The vernacular classes—Urdu (with Persian) and Hindi—do a deal to maintain the popularity of the school. They have, however, no better class accommodation than that afforded by narrow and hot verandahs, and a separate room for the oriental branch is required and deserved. In the *Parish Schools, Muirabad*, the class instruction continues to be not satisfactory. The great drawback to these schools is the frequency of changes in the teaching staff. There have again been several during the year. The present headmaster is competent and interested in his work, but unless more continuous service by the same teachers be ensured, no real progress need be looked for. This applies to both the boys' school and the girls'. The infants' school is

perhaps the most satisfactory feature. The first section—numbering some eleven little ones—read English and Urdu intelligently and well. The *All Saints (Railway) School* shows a considerable falling off in numbers. This is a purely primary school, and the instruction of the upper division is up to the standard and satisfactory. The discipline in the lower classes is somewhat lax. It is hoped the school will soon receive the benefit of a commodious and well-arranged building, towards the erection of which a considerable sum has been granted by the Local Government. In the *City Free Girls' School* 60 pupils are taught by three mistresses in very cramped and insufficient quarters. Notwithstanding, the classes are conducted with much success. The girls did not appear to have been sufficiently exercised in explaining simply and familiarly the meaning of expressions or passages in the class readers. In the boys' school there is an improvement in the instruction in English in the lower classes. The attempts at arithmetic, however, are of the most feeble kind. In the first class, in connection with English reading, there is the same complaint to be made as in the girls' school—the understanding of the pupils, as shown in an intelligent rendering of meanings, had not been exercised. In English grammar and composition the boys' first class is not up to the required standard. The *Fort School*, having failed to attract a sufficient number of scholars, has been closed. The *Cannington Girls' School* has only lately been added to the list of aided schools. An inspection report on the working of this new school will hereafter be made.

142. "In addition to the aided schools of Allahabad there is an unaided school deserving special notice, *viz.*, the *Kayasth Patshala*. This institution was founded in 1873 by Munshi Kali Prasada, of Shahzadpur, Allahabad, a leading member of the Oudh Bar, whose object was originally to provide primary education for poor boys of the Kayasth caste. Munshi Kali Prasad munificently endowed this school with a lakh and forty thousand rupees, while subsequent contributions have raised this endowment fund to Rs. 1,50,000. The management of the Patshala is vested in a governing body and local committee, at present presided over by Munshi Hanuman Prasada, Pleader of the High Court of Judicature, North-Western Provinces. Connected with the school is a boarding-house, which at present accommodates some 18 foundationers as well as other free pupils. So far as the status of the school is concerned, the first intention of the founder has been departed from, and the curriculum raised to correspond with the Education Department middle-class anglo-vernacular examination. At the late competition for the departmental certificate, of six candidates who went up from the Allahabad Kayasth Patshala, *five* were successful. It is in contemplation to still further extend the classification and studies to those required for the Calcutta University Entrance. The extraordinary liberality and public spirit of the founder of this serviceable and succesful institution call for particular notice and recognition.

143. "Of the Cawnpore aided schools, in the *S. P. G. Christ Church High School* the numbers have increased, and the percentage of actual attendance is a very high one. The teaching of English and of the second language is very successful. More attention has been paid, apparently, to languages than to mathematics. This school has increased generally in efficiency. The *S. P. G. Branch School in Generalganj* continues a very useful primary school. English grammar, with parsing, has lately given way to an increased attention to reading the vernacular. The standard of arithmethic throughout the upper classes is too low. In the *S. P. G. Girls' Orphanage* the senior class is well looked after. The lower classes are very backward both in reading and knowledge of figures. The present teaching staff is manifestly insufficient. In the *East Indian Railway School* the numbers have decreased. The teaching of Hindustani has been begun. The classes generally are well taught and looked after. The *Ordnance Factory School* continues at about the same strength. The 2nd class of boys has been neglected for the 1st. The senior girls' class is a very good one. The 1st class boys read Urdu very well, considering their ages and the little time given to the subject: the Munshi, however, does not exercise his pupils in the meaning of words and phrases. The *Memorial School* was in vacation at the time of the Inspector's tour visit. A report on this school will be made after the rains have begun to fall.

144. "The *Jaunpur Church Mission School* is the only aided school in that district. There were 137 names on the rolls, with an attendance of 101. The late 1st class passed two candidates through the Calcutta University Entrance. The departmental middle-class examination results were not satisfactory. Judging from the Inspector's oral examination in March, it would appear that the late failure of the 3rd class was not unmerited."

BENARES DIVISION.

145. The number of boys in the Government high school attached to the Benares College was 509 at the end of March last. Of these, 101 are in the high school, 204 in the middle school, and 204 in the primary school. Thirty-five students went up for the entrance examination and 16 passed, two of whom were placed in the first division. The failures were most numerous in English and history. The present entrance class contains 58 students, an unusually large number, which greatly

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tasks the energy of the headmaster, for whose assistance the employment of an additional teacher has now been sanctioned. The results of the middle-class examination were again very unsatisfactory, only three boys of 37 having passed. "The failures in the different subjects," says the Principal, "crossed in a most unfortunate manner," as 14 boys passed in English, 15 in mathematics, 15 in history, and 16 in the second language. Better arrangements have now been made for the teaching of this most important class. In the upper primary examination 69 boys passed out of 72, and in the lower primary 38 out of 43.

The boarding-house, common to the school and the college, is full and well managed. Of the 75 boarders at the end of 1881, 52 were non-stipendiaries.

146. The following remarks on the other schools in the division which give secondary instruction are taken from the report of Mr. Demello, the Officiating Inspector:—

"In the Benares Division there are nine high schools, which sent up 68 candidates to the entrance examination and passed 16. The mission school, Ghâzipur, sent up 12 and passed four; the Mirzapur zila school passed three out of five candidates; the Victoria School, Ghâzipur, three out of nine; the Gorakhpur, Azamgarh, and Mirzapur Mission schools passed one candidate each, the Gorakhpur candidate being placed in the first division and those from Azamgarh and Mirzapur in the third. Jay Narayan's school and the Bengalitola preparatory school failed entirely, the latter sending up 20 candidates. Summing up the failures of the nine high schools, there were 38 in English, 36 in mathematics, 33 in history and geography, and 18 in the second language. Only four of the schools can be considered to have done fairly well. Jay Narayan's and the Bengalitola school must cease to be aided as high schools if such failures occur again.

147. "Twelve schools were represented at the middle-class anglo-vernacular examination. They sent up 135 candidates and passed 22. The result can hardly be considered satisfactory."

"The mission school at Gorakhpur passed 5 out of 15 candidates; the Azamgarh and Ghâzipur Mission schools passed three each; the Victoria School, Ghâzipur, the Mission school, Basti, the L. M. S. schools at Mirzapur and Benares, and the Bengalitola school passed two each; the zila school, Mirzapur, passed one, and Jay Narayan's Chashma-i-Rahmat, and Ballia failed entirely. The failures for the nine schools were, 86 in English, 74 in the second language, 70 in history and geography, and 56 in mathematics.

148. *Zila school, Mirzapur.*—"The headmaster writes:—'On the 31st March, 1882, there were on the books 173, against 177 of the preceding year, on the English side or the regular zila school, and 191, against 176, in the classical and vernacular departments, making a total of 368, against 353 of the preceding year—an increase of 15 scholars. I may here remark that 368 is the largest number the school ever had on its rolls. The fee income has likewise increased: it amounted to Rs. 1,359-7-6, against Rs. 1,215-5-3, the largest amount ever realized. The average daily attendance of the whole school was 246·95, against 236·044 of 1880-81. The total number of Muhammadans was 23, against 17 of the preceding year, in the zila school proper, and 55, against 50, in the classical and vernacular side, making a total of 78—an increase of 11 Muhamamdans. Of the students professing other religions there were two Sadhs and one Jain on the English side and four Jains on the vernacular side.'

149. *London Mission School, Benares.*—"The Principal reports:—'The highest number of scholars on the rolls during the year was 446. But various causes, such as the frequent illness of this tropical climate, the distant homes from which many of the children walk to the school, the countless observances of this chief Hindu city, have combined to prevent the average daily attendance from exceeding 300 or about 70 per cent. of the registered number; the absentees, however, were generally from the lower classes of the school. The higher students have attended with exemplary regularity. The whole amount of fees realised from the school during the year was Rs. 1,985.'

"The oriental high schools are:—

(1) Government school, Gorakhpur.
(2) Oriental department, Mirzapur school.
(3) Chasmai Rahmat aided school.
(4) Oriental department, Victoria school.

"The Mirzapur school sent three candidates to the Benares College Sanskrit examination and passed all three. I have recommended the Pandit to favourable consideration of the committee. For Persian and Arabic I appointed a Board of Examiners consisting of M. Muhammad Musa, Muhammad Ismail, and his able son, M. Muhammad Ali, M. Muhammad Hanif, and M. Bindeshwari Parsad, all scholars of acknowledged reputation; and the result, I am glad to say, was favourable, as will be seen from the following extracts taken from the report of the Board of Examiners:—

"'It will be seen that the result of examination in Arabic of all the oriental schools is very satisfactory, the Chashma-i-Rahmat school passing all the candidates it sent up. Victoria School comes next, followed closely by Gorakhpur. Mirzapur stands last. The candidates generally showed considerable proficiency in answering the questions set to them from their text-books. Their weak point was translation

from Urdu into Arabic, to which as a general rule the Maulvis of the old school attach little importance. Their translation from Arabic into Urdu prose was too literal, without any regard to Urdu idioms. In Persian the zila school of Mirzapur sent up no candidates, as it had no 1st and 2nd classes. The 1st class of other schools, *viz.*, oriental zila school, Gorakhpur, Victoria School, and Chashma-i Rahmat, Ghâzipur, did remarkably well. However, their translation from Urdu into Persian was not so satisfactory as expected. As might be expected, the examinees showed some want of knowledge of the method of answering questions in the written examination. The Chashma-i-Rahmat school sent up the largest number and passed most. Gorakhpur comes next, and the Victoria School last."

Aided Middle Class Schools.

150. "I.—*The Baptist Mission Ramkatora Orphanage.*—Mrs. Heinig, who was in charge of the Orphanage, has made it over to the Sigra Mission, and the Revd. Mr. Treusch now superintends it.

"II.—The institutions at Sigra—

(1) Female normal school,
(2) Industrial school,
(3) Church Mission school for boys,
(4) Ditto ditto girls—

continue to work successfully and well deserve the grants they receive.

"III.—*The Girls' Schools under the London Mission.*—They are under the ladies of the Mission, are actively supervised and carefully looked after.

"IV.—*East Indian Railway School, Mogulsarai.*—I examined the 1st class of this school in all subjects and consider the result very satisfactory, and I feel convinced that the instruction, elementary as it is, has been efficiently imparted. The Revd. Mr. Barron visited the school frequently, and in last December, when distributing prizes to the children after a personal examination, expressed himself entirely satisfied with the management of the school.

"The school well deserves the grant it receives.

Middle Class Vernacular Examination.

151. "The Benares Division maintains its position at the middle-class vernacular examination. Last year it stood second in the Divisions of these provinces, and this year it continues to stand second, Agra as before taking the lead. I expected better results, and so were the Deputy Inspectors very sanguine; but sickness was prevalent throughout the Division during September, October, and November, and from the number of absentees from the examination it will be evident that Benares suffered more than any other Division.

Middle Class Vernacular Schools.

152. *Benares.*—"There are seven middle-class schools, two tahsili and five halkabandi, and all sent up candidates to the middle-class vernacular examination, passing ten of the 21 who appeared. The result is not as favourable as last year, as shown in my review. The schools that appeared to great advantage are the tahsili schools of Benares and Chandauli and the Balwa halkabandi school. They sent up 7, 3, and 5 respectively and passed 3, 2, and 3. Rasulpur and Baragaon passed one each and Sahjour and Sakaldeah failed entirely. The school at Sakaldeah is well attended and the instruction up to the 3rd class satisfactory, and I feel convinced that an additional teacher would improve its staff and enable it to send successful candidates to the middle-class vernacular examination."

153. *Azamgarh.*—"There are 15 middle-class schools, eight tahsili and pargana schools and seven halkabandi, and they were all examined by me. The names of 45 candidates were sent up for the middle-class vernacular examination, but owing to sickness eight were absent, 37 were present, and eight passed. As I have already stated that all these schools were examined by me, and my progress statement shows that among the tahsili and pargana schools three had improved, three were stationary and two had declined, and that among the halkabandi schools one had improved, one was stationary, and five had declined, it will be seen that the results of the middle-class vernacular examination and of my examination are unfavourable, but I entirely exonerate the Deputy and Sub-Deputy Inspectors from all blame. It has been a sickly season and both teachers and pupils had suffered severely from fever during the latter months of the year, and the failures at the middle-class vernacular examination have been disheartening to all concerned. I still think that a reduction of some of the middle-class halkabandi schools to the primary status is necessary. Of the seven middle-class halkabandi schools Dohrighat promises well for the future. It has just been raised to this class of schools and its highest class is the 2nd.

"Atraulia has small numbers in the 1st, 2nd, and 3rd classes. The 4th and 5th classes have fair numbers and are well taught. It sent up three candidates and passed all three. The teachers deserve better pay. The remaining schools, Malo, Lalganj, Kopaganj, and Amila, have failed for two successive years and should be reduced to primary schools.

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154. *Basti.*—"The tahsíli schools were examined by me and placed two under the head of efficient and three inefficient, and in the progress statement I have two improved and three stationary; and of the five middle-class halkabandi schools the numerical results are exactly similar: two efficient and three inefficient, two improved and three stationary.

155. *Gorakhpur.*—"There are seven tahsíli and pargana schools and eight halkabandi schools. At the middle-class vernacular examination I regret to say the district was unsuccessful. I examined all the tahsíli and pargana schools when on tour, and I considered three efficient and four inefficient, placing four under the head of progress and three stationary. Similarly with the middle-class halkabandi schools, I found seven efficient and one inefficient, four had improved, three were stationary, and one declined.

156. *Ballia.*—"These consist of three tahsíli, two pargana and one halkabandi school, and they were all examined by me. Satisfactory on the whole as the results were, I feel sure that they would have been more so had sickness not been prevalent so generally throughout the district and prostrated both teachers and boys in nearly all the schools. Last year's progress statement of tahsíli and pargana schools had two schools under the head of improved and three under that of stationary. This year four are considered stationary and one fallen or declined. The only middle-class halkabandi school in the district has been working well and has made some progress. The attendance in these schools has had a fair increase. At my tour last year there were 426 on the roll, and this year I find 503, showing an increase of 77. The boys of these schools examined by me are those from the 2nd to the 6th class (the first sends up candidates to the middle-class vernacular examination and the 7th or lowest class has beginners and does not appear), and they aggregated in all 211 for last year and 222 for this year. Here again was an increase of 11 in the examinees, while the numbers passed for the same years were 84 and 85 respectively.

157. *Gházipur.*—"Last year the result of the middle-class examination was against the district, for though it sent up a large number, only five candidates passed. There has been a great improvement this year, and I congratulate the Deputy and Sub-Deputy Inspectors.

"There are 13 middle class schools, four tahsíli, three pargana and six halkabandi, all of which were examined by me. Last year I considered seven efficient and six inefficient, and this year I find nine efficient and four inefficient, and as regards progress there are nine which have improved and four stationary.

158. *Mirzapur.*—"Five middle-class schools sent up 12 candidates to this examination and passed seven. The school that was most successful was Ahroura tahsíli school, for it sent up four candidates and all passed—a result very creditable to the teachers and deserving special recognition. The other schools sent up smaller numbers, and three of them—Gopiganj, Katchwa, Gyanpur—passed one each. Jahangirabad failed altogether and should be reduced to a primary school."

JHÁNSI DIVISION.

159. There is no high school. The municipal anglo-vernacular school at Kúnch in Jalaun has been added to the list of middle English schools, which are now four in number. The results of the year show considerable improvement in secondary instruction. The Inspector reports as follows:—

160. *Kálpi (Jalaun).*—"Eight names were sent up for the middle-class examination, but unfortunately, when the examination came off, three of the candidates were suffering too much from the malarial fever which was then prevalent at the place to be able to partake in it. Of the five who did appear, three passed, against one from the same number of examinees for last year. A fourth boy (son of the head Pandit of the school), as the headmaster says, was rather unlucky than unsuccessful, his failure being due solely to his answer paper in Hindi, a subject which he knew much better than any of the others, in all of which he passed, having somehow been lost and never reached the examiner.

"The result of my own examination may, on the whole, be pronounced to be fair. The top class boys here as elsewhere are still badly behindhand in Hindustani-English translation—a defect which, it is hoped, the revised middle-class course, of which translation forms one of the subjects, will gradually serve to remove. Much marked improvement is visible in the way of working sums in arithmetic, but the manner and method of writing out propositions in Euclid is still defective and irregular. Hindi has much improved, but Urdu has deteriorated.

"The 2nd and the 3rd classes were indifferent and even bad in the vernaculars, not well up in English, and they were deficient also in arithmetic.

161. *Jhánsi.*—"Out of the five boys sent up at the middle-class examination three passed, and one of these, Ghansyám Dás, who had joined from the Ranipur tahsíli school with a vernacular scholarship in 1879, stands 10th on the general result list for the United Provinces and has gained an entrance scholarship. The passed boys have proceeded to the Agra collegiate and the Etáwah high schools to prosecute their studies for the University matriculation examination.

"At my own examination one out of the four 1st class boys present, an old student, acquitted himself very well, and one—the Ránipur tahsíli school boy just mentioned—fairly, but the other two badly.

"The 2nd class, with a single exception, was badly deficient in all subjects, and the 3rd equally so, except in English, in which the results were in general fair.

162. *Lalitpur.*—"All the three boys sent up at the middle-class examination passed, and one of these was high enough on the general list to secure an entrance scholarship, and has joined the Benares collegiate school to continue his studies.

"At my own examination all the three classes acquitted themselves very fairly in English, and the 1st and 2nd in vernacular likewise, in which the 3rd was very backward. In mathematics all the classes did very badly.

163. *Municipal Anglo-Vernacular School, Kúnch (Jalaun).*—"But one of the two boys whose names were sent up appeared at the examination and failed. The school in its present state scarcely deserves to be classed as a middle school, and it was a mistake to send up boys at the middle-class examination at all.

Middle Schools (Vernacular).

164. "There are 19 schools of this class in the Division, *viz*, 13 tahsíli and six halkabandi, with a roll attendance on 31st March of 70 boys against 21 schools with a registered attendance on the same date last year of 74, the decrease of two being due to the halkabandi school at Garautha (Jhánsi) and the Jagammanpur unaided school, which were only nominally middle, having been properly classed as primary only. Only 12 of these schools actually sent up boys at the middle-class examination—namely, all the five tahsíli and three out of the five halkabandi schools of Jalaun and four from the 6 tahsíli schools of Jhánsi (not including the Garautha lower halkabandi school, which contributed one boy to the middle-class examination). The result is summed up in the margin and compares favourably with that of the past year, when eight boys passed against 12 for this year.

Number examined.	Number passed.	Percentage of passed	Percentage of failure
34	12	35·3	31·4
22	8	36·4	40·9

Thirteen of the schools—eight tahsíli and five halkabandi—had 2nd classes at the time of my annual examination, with a total attendance of 29 boys present. The results were generally fair, some 14, or about half the number of the examinees, having passed.

165. "*Jalaun* has decidedly done best: 35 boys were sent up at the middle-class examination, but 23 actually appeared, out of whom nine passed—one in first, four in second, and four in third division, against six (three each in second and third divisions) out of nine for the past year. The Jalaun tahsíli school passed 3—two in the second and one in the third division; the Urai tahsíli, two, both in the second division; and the Kuthaund halkabandi, also 2—one in the first and one in the third division; and the Saháo and Kotra halkabandi schools one each, both in the third division.

166 "On the whole, of the five tahsíli schools in the district (*i.e.*, in their combined character of middle-*cum*-primary) two, *viz.*, Jalaun and Urai, have done very well both in the middle-class test and at my own annual examination, in which they passed over 50 and 52 per cent. of pupils; and the latter has improved, while the former is stationary. The other three schools—Kálpi, Madhogarh, and Kúnch—failed in the middle-class examination, and only the first of these did well at mine; that is, in so far as the primary classes are concerned, passing nearly 56 per cent., and has improved. The tuitional status of the second, Madhogarh, is and has been inferior, and it is in contemplation to convert the school into a halkabandi. The third, Kunch, is in the same bad predicament in which it was found last year; but it is hoped, now that its amalgamation with the municipal anglo-vernacular school will be complete under the new decentralisation scheme, that matters will improve.

167. "Of the five halkabandi middle schools, Kuthaund and Saháo are on the whole fair, passing two and one boy in the middle-class examination, and over 44 and 53 per cent. of the roll at mine; and the latter has improved, whereas the former, while it comes in for the credit for passing one of its boys in the first division in the middle-class vernacular examination, has declined no doubt because the teacher devoted all his time and energies to his two middle-class pupils, to the neglect of the bulk of the boys. The other three schools—Umri, Jaisári and Kotra—passed, the first 50 per cent., which is stationary, and the remaining two 34 per cent. each, which have both fallen off. Umri may be allowed a further trial as a middle school, but Jaisári and Kotra both deserve to be reduced to the status of lower-class hakabandi.

168. "*Jhánsi* sent up 11 boys at the middle-class examination, of whom three passed, all in the third division, *viz.*, two from the Gursaráí tahsíli and one from the Garautha halkabandi school, against two out of the 13 for last year. This is a bad result.

169. "Of the six tahsíli schools in the district which rank as middle, one (Moth), with a pass percentage of 52, has improved; while four—Gursaráí, Ranipur, Bhánder, and Mau—with the pass percentages of 52, 37, 35, and 23, are stationary, and one (Barváságar), percentage 31, has declined. Gursarai alone has been successful at the middle-class test, but here again the teacher badly neglected his other classes; all the rest having badly failed, both in the middle class and my own examination.

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170. *Lalitpur.*—" This year for the first time contributed six boys to the middle-class examination, two from the Mahrauni tahsíli and four from the Madávara higher-class halkabandi school; but through an unfortunate mistake (of the Inspector's,) Urdu question papers were sent when the boys had all taken up Hindi. I examined these boys and found that, while the Mahrauni boys were deficient, those of Madávara were well up and three of them had a sure chance of passing.

171. " The two tahsíli schools at Talbehat and Mahrauni passed 55 and 45 per cent. respectively, and the tuitional status of both is indifferent and stationary. The only other middle school at Madávara, with a pass percentage of 40, has improved. The 1st class boys, who were prevented from partaking in the middle-class examination under circumstances already explained, acquitted themselves well in all subjects and excelled in Euclid, of which they knew the first two books very well, and much better than most of our zila school boys do; but were not well up in arithmetic. The 2nd class likewise did fairly on the whole."

KUMAUN DIVISION.

172. The Diocesan schools at Naini Tal have maintained and even improved their reputation for efficiency. Under the energetic and careful management of the headmaster, Mr. Elliott, there has been a very marked improvement in the behaviour, health and progress of the boys, and the girls' school has been managed by Miss Bradbury with all her usual skill, devotion and success. There was a decrease of six in the number of the boys' and a corresponding increase in the girls' school. The girls' school is full and several applications have been refused. In the boys' school there is still room. The following remarks are taken from my inspection report:—

" I inspected the Diocesan boys' school on the 4th and 5th of October and examined some of the classes in several of their subjects. I consider that fair progress has been made during the present year, and that the school is now in a very satisfactory condition. Of the four boys who form the first division of the 1st class, two—namely, Crummey and Old—ought to take good places in the approaching entrance examination of the University; the success of a third pupil is somewhat doubtful.

" The boys of the lower department have made very satisfactory progress during the year. The school appeared to me to be in better order, in all respects, than in former years." Subsequently, Crummey and Old passed the entrance examination in the first division and the third pupil, Murison, in the third.

173. Of the girls' school I reported:—" A very fair year's work has been done since my inspection of the school in October, 1880. Miss Bradbury may again be congratulated on the very satisfactory condition of the school. The greatest credit is due to her and her assistants for the manner in which it has been managed and taught." The financial condition of the schools also shows improvement.

174. The following remarks on middle schools, aided and Government, are taken from the Inspector's report:—

175. " The average attendance at the *Almora high school* was nine against ten. Two boys went up for the entrance examination and both passed; twelve boys appeared at the middle-class anglo-vernacular examination, of whom six passed. The school is making fair progress, in every respect very creditable to the present management. The total average daily attendance has risen from 234 to 269. Its two branches mentioned in the last report are also doing well.

176. " Though started in 1878, this is the first time that the *Almora Sheorâj* patshala is to be noticed officially. I found 144 boys present. The examination was both *vivâ voce* and written. The former was satisfactory, the latter was not so. If this school is to be a purely Sanskrit patshala, then there is no necessity for changes in the curriculum; otherwise much has to be done in the vernacular department in order to raise it to the middle school standard. It is under the sole management of Pandit Badri Datt, Sudder Amín, and the Government grant is being usefully spent. A new building has nearly been finished for its accommodation.

177. " *The Chopra Mission School* had been without a headmaster for some months, and this disadvantage considerably interfered with its efficiency. It is, however, slowly but steadily improving under the present headmaster, Mr. McMullen. None of the boys who went up for the middle school examination has been successful. This failure is not to be wondered at, because the candidates were not sufficiently trained. I could not examine the *Chopra girls' school*, because the pupils had been enjoying a holiday when I visited it. Five girls went up for the middle-class examination and none passed. They had been sent up in spite of my warning.

178 " *The Paori Mission* has another middle school at Srinagar, in which I found 103 boys present. Considering that the residents of this town appreciate education, it is to be hoped that this school will advance. Two boys went up for the middle school examination, but failed. The additional subjects prescribed by the revised middle-class examination rules had not been introduced when I visited it in February last."

179. " The thirteen Government middle schools sent up eighteen boys in all for the middle school examination, of whom only three passed—one from Sumesur, one from Bugwalipokur tahsíli schools in Kumaun, and one from Jaspur halkabandi school

in the Tarái. This result is of course very unsatisfactory, and is entirely due to the Sub-Deputy Inspector having indiscriminately allowed all the candidates to compete. The Pandits appear to have acted in the same spirit, and to have trusted to chance rather than incur the censure of not having prepared candidates for this examination. It is already known that there is not much demand for middle-class instruction in this Division, but certain measures referred to elsewhere conduced not a little to this failure—I mean the abolition of the normal school and the reduction of the teachers' pay. These offered, in the place of better appointments in the public service, sufficient incentives for the boys to exert themselves. In future greater discrimination will be shown in selecting the candidates, and I shall satisfy myself on this point before they are allowed to appear.

"A brief sketch of each tahsíli school as I found it, and also of the chief reasons operating locally in preventing the schools from becoming more successful in the middle school examination, is given below:—

180. *Sumesur.*—"The people were busy with the field work when I visited this school: consequently there was a decrease of 12 pupils. One boy went up to and passed the middle school examination. The Pandit was directed to form a 5th class which was wanting, and to regulate the study of all the classes according to the prescribed schedule.

181. *Bugwalipokur.*—"The Dwará Hát tahsíli school used to be the best of its kind. It seldom failed to pass candidates every year. The Revd. Mr. Buck last year applied to the committee for making over this school to him, and his request was complied with: consequently a new school was established at Bugwalipokur. It is much to the credit of the Pandit that this school has passed one candidate at the last middle school examination within not more than six months of its existence at this place.

182. *Choupakhia.*—"I had hoped that this school would have passed some candidates, because the middle-class boys did very well at my examination. The Pandit, who has lately been appointed Sub-Deputy Inspector, was in no way deficient in teaching. But somehow or other all the candidates failed. This sad result must be attributed to no other cause than irregular attendance on the part of the pupils, of which I had reason to complain on the occasion of my visit to this school. I found 35 boys less than I did last year.

Deolthal.—"In point of study this school is better than Choupakhia. I found fourteen boys less than I did last year. Had the boys not been obliged to absent themselves from the school on account of measles and cattle-disease which prevailed in the neighbourhood, there was every hope that some of the boys might have been successful at the last middle school examination.

183. *Beninag.*—"In consequence of the backward state of the tahsíli school at Milaur, as I remarked last year, the committee deemed it necessary to transfer the Milaur school to this place. The boys were deficient in physical science and geography.

184. *Sialdey.*—"There was a slight increase in attendance. The boys in the middle department were weak in one or more subjects. The school has not existed here for a sufficiently long period, and it will be some time before any boy from it will be considered fit to go up to the middle school examination.

185. "The four tahsíli schools of Garhwál are given in the margin. The last two have become very old, and the people of the adjacent villages have ceased to take interest in them. I have therefore asked the committee to remove them to localities where they may be appreciated. When I examined them they were little better than a halkabandi school. Pokhra is the best school of its kind in Garhwál, and I was surprised to find that all the candidates from it failed at the middle school examination. Pokhri is still in its infancy, as it has hardly existed for more than two years. The people here seem willing to avail themselves of education.

Pokhra.
Pokhri.
Naithana.
Panain.

186. *Káshipur.*—"Though no boys went up for the middle-school examination, there is a well-prepared class who will, I am sure, not find it difficult to compete next year. The attendance has considerably risen and the school is very popular."

OUDH DIVISION.

187. The number of Government high schools has risen from 11 to 12 by the addition of the upper section of the Ajodhya Sanskrit School, which now prepares students for the first examination of the Benares Sanskrit College. Government middle schools have risen from 61 to 67 by the formation of middle classes in some tahsíli schools which before had none. Aided high schools have risen from three to four by the addition of the upper section of the centennial school at Lucknow. Of these schools the largest and most important is the *Canning College School.* Twenty-six candidates from this school went up for the entrance examination and ten passed, but none was placed in the first division. These results are unsatisfactory, and they are, as the Principal observes, "the more to be deplored, as they stop up the principal source whence the college classes are supplied, and will injuriously affect their well-being for five years to come." Twenty-two candidates went up for the middle-class

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anglo-vernacular examination and ten passed, one boy obtaining a Government scholarship. This success is a great improvement on the results of last year, and is creditable to all concerned. A boy in the oriental department passed in Hindi the middle-class examination, and he also obtained a scholarship. The Principal's report on the school generally is satisfactory.

188. On the remaining high and middle schools of the Division the Inspector reports as follows :—

189. *Bara Banki.*—"The year closed with an enrolment of 16 students in the high section, 22 in the middle, 36 in the upper primary, and 56 in the lower primary, total 130, which is an improvement by 16 upon the total of the previous year. This is the largest enrolment the school has had since 1872, and if the school continues to be managed with the same ability as at present, the enrolment in the different sections will gradually become more evenly proportioned. Five candidates were considered fit to appear for the last entrance examination, of whom three (or 60 per cent.) passed, all in the second division. There are now eleven inmates in the boarding-house, of whom five are scholarship-holders and the rest are living there at their own expense. The inspection report of Munshi Durga Prasad, the Assistant Inspector, speaks in high terms of the general state of the school.

190. *Unao.*—"The year closed with an enrolment of 14 students in the high section, 25 in the middle, 28 in the upper primary, and 83 in the lower primary. This gives a total of 150, which is a slight increase upon that of the previous year. Unao is only a small town, and further increase can scarcely be expected. The fee receipts reached the large total of Rs. 591. Seven candidates were sent up for the entrance examination, of whom two passed, one in the first division and the other in the second. There were ten students in the entrance class, 1881 ; but of these ten only four had sufficiently recovered from the autumnal epidemic fever (which in the Unao district raged with special virulence) to be able to appear for the test examination. I was well satisfied with everything that I saw on the occasion of my annual visit.

191. *Sitapur.*—"Marked progress in enrolment, attendance, and fee receipts has been made in the Sitapur school. The total strength has risen from 112 to 141, and this is the largest attendance that the school has had for many years past. The bulk of the scholars come from the middle ranks of native society—that is, men of moderate or small means, whose livelihood depends upon their industry; but the wealthier class is also represented. There are at the present time five talukdari pupils, and about an equal number of sons of rich bankers, a class who as a rule prefer to be educated at their homes on the native system. As most of the new pupils had to be placed in one or other of the primary classes, the enrolment is at present very disproportionate; and the high and middle sections together contain only 29 students. The school was in bad hands a few years ago; and as the teaching throughout was inefficient and badly supervised, it was impossible to promote boys as rapidly as is usually the case. The indifferent teaching of those days has affected the results of the matriculation examination in this as well as in previous years. Four candidates appeared for the last examination, of whom one passed, and this in the first division, a fact which counts the same as if three had passed in the third division. This is a creditable result when all things are considered.

192. *Hardoi.*—"The year closed with an enrolment of 160, of whom 26 are in the high section, 38 in the middle, 49 in the upper primary, and 47 in the lower primary. The numbers are well-proportioned, and the total enrolment shows an increase by 32 over that of the previous year. The school, so far as I know, has never before had such a large attendance. Fee receipts reached the high figure of Rs. 685, being greater than those of the previous year by Rs. 106. The scholastic results in the entrance and middle examinations have been no less satisfactory. Nine candidates appeared for the former, of whom one passed in the first division, one in the second, and three in the third. The attendance has so steadily increased from year to year that two new class rooms have become necessary, and this work has already received the sanction of Government. There are 26 inmates in the boarding-house, which, like the school-house, required and has lately received enlargement.

193. *Lakhimpur.*—"The Lakhimpur school has maintained the attendance and enrolment which it secured in the previous year, and the scholastic results have been as creditable as usual. Out of a total enrolment of 87—a large total, considering the smallness of the town—14 are in the high section, 21 in the middle, 23 in the upper primary, and 29 in the lower primary. The numbers are well-proportioned. Out of the seven students enrolled in the entrance class, four were considered fit to appear for the entrance examination and all passed—one in the first division and the other three in the second. This is the third year running in which the Lakhimpur school has achieved a marked success in the entrance examination. I found every class in an efficient state on the occasion of my annual inspection.

194. *Fyzabad.*—"The year closed with an enrolment of 249, of whom 82 are in the high section, 47 in the middle, 107 in the upper primary, and 63 in the lower primary. The school did so well in the previous year that further improvement was scarcely to be expected. The numbers have remained about the same, but the

scholastic results are even better. The enrolment in the entrance or 1st class consisted of nine students and all were permitted to appear. Seven out of the nine passed—five in the second division and two in the third. The other two candidates failed, each in one subject only. Of the brilliant success of the school in the middle examination I shall speak hereafter. The distinctive feature of the new year was the formation of a First Arts class. At the present time the number of students in this new class is rather small. But now that the sanction of Government has been received, there is every hope of the numbers increasing in the following, if not in the present, year. In consequence of the promotion of the new class, the lowest or 8th class has been done away with and the work left entirely to the branch schools. 'This,' as Mr. Budden reports, 'has not added to their labours, as they taught up to this standard before, while it has set free one master in the main school to help in the new work. It is satisfactory to notice that the attendance in the main school has not in the least diminished, but has rather increased since the 8th class was abolished; and a new spirit seems to have been put into all the classes from top to bottom, as the result of the school being raised to the rank of a collegiate school.' In June last the boarders went into their new house—a suitable and capacious building given to the Department by Mr. Woodburn, the late Deputy Commissioner, for the use of the school. The number of inmates now in the building is 27, of whom no less than 22 are living there at their own expense. The degree of interest taken in the Fyzabad school by local bodies and residents is shown by the fact that Rs. 25 per mensem have been allotted by the municipality for scholarships, Rs. 3 by the *Anjuman-i-Tahzib*, and Rs. 5 by Babu Kakku Mal, a pleader, and formerly a student of Fyzabad school. Cricket has for the first time been started and has been taken up with spirit both by the boarders and by the day scholars of the city.

195. *Gonda.*—"The Gonda school continues to show the same tendency to rise in enrolment, attendance, fee receipts, and scholastic results, that it has exhibited for several years past. In all these respects the statistics of the year under report are an improvement upon those of the year preceding; and the distribution of students among the high, middle, and primary sections, is well proportioned. Four students were sent up for the entrance examination. All had been suffering from fever (which in the Gonda district was almost as severe as in Unao) before the examination commenced; but, in spite of this drawback, three out of the four passed—two in the second and one in the third division. The unsuccessful candidate failed in English only and will try again in December next. The number of boarders attending the zila school has risen from 12 to 17; and of these 17 no less than 14 are paying their own expenses, the other three being scholarship-holders. The much needed addition of two class rooms has, I am glad to say, been sanctioned and is likely to be taken in hand this year.

196. *Bahraich.*—"The total enrolment has increased by 13, but the increase has chiefly occurred in the primary section of the school. There is usually an undue proportion in the lower and middle sections at Bahraich, as most of the students in this backward poverty-stricken town are eager to obtain employment on any salary that will maintain them, and leave school before they reach the entrance or even the preparatory entrance class. Three candidates were allowed to appear for the last entrance examination, of whom one passed, and this in the second division. The two failed candidates took up Sanskrit for their second language, and as it is not possible to provide a Sanskrit teacher on the regular establishment, these two students were not properly trained in that language, and were thus unable to obtain pass marks. Although the school did not shine in the entrance examination so well as it did in the previous year, a great deal of work has been done in the middle and lower sections. I examined every class carefully in December and found the result satisfactory throughout, except in one or two points too slight to mention.

197. *Rae Bareli.*—"The Rae Bareli school failed to pass a single candidate at the last entrance examination. As a divisional zila school provided with a better-paid staff than any other zila school in Oudh except Fyzabad, it is expected to take a lead and set an example to others. But for several years past it has made a poor show in public examinations; and in the year under report the result of the entrance examination is even worse than usual. Mr. Roberts, the headmaster, ascribes the total failure of his class to the prevalence of fever and ague previous to the examination. Such an explanation cannot, however, be accepted as justifying *total* failure; for fever was not more prevalent at Rae Bareli than at any other station, and from all I can hear it was even less prevalent there than at Fyzabad, Unao, and Gonda: yet every school in Oudh except Rae Bareli acquitted itself with more or less credit, and some with marked success. The truth is the Rae Bareli school has been doing badly for the last six years, and this uniform ill-success points to some chronic defect in the management and teaching rather than to any temporary or accidental cause, such as Mr. Roberts assigns. The teaching from the lowest class to the highest, as I have had frequent opportunities of judging, is not as thorough as it is in other zila schools, and the supervision is less strict and systematic. The school has been equally unsuccessful in the middle examination in every year except the one under report, when for the first time in its history it made a respectable show. Of this I shall have

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more to say hereafter. As regards enrolment, attendance, and fee receipts, satisfactory progress has been made in the year under report. In these respects the school has shown and continues to show a tendency to rise, although even now the enrolment is not large in proportion to the population as compared with that of other zila schools in Oudh. There is no doubt a local demand for the education which the school is intended to impart, and the nucleus of a good school already exists. But the vital element of efficient management is wanting, and, in the absence of this, efficient teaching in the lower grades and success in the higher ones can scarcely be expected.

198. *Sultanpur.*—"In this small town the enrolment has not been much below that of Rae Bareli, and the scholastic results have often been much better. The total enrolment has increased by 28, an increase ascribed by the headmaster, Madhu Sudan Mukerji, to the determination on the part of the Deputy Commissioner, Mr. H. Harington, to give full effect to the Government orders under which candidates are admissible to the public service. Four students appeared for the last entrance examination and one passed in the third division—a result at which the headmaster is justly disappointed after the marked success which his pupils achieved in the preceding year. I found the school in very good order throughout on the occasion of my last annual inspection, nor have I ever known it to be otherwise at any of my previous visits. The number of boarders has risen from seven to ten, all of whom except two scholarship-holders are paying their own way. The school-house has been enlarged and is now very commodious.

199. *Partabgarh.*—"In this as in almost all the other schools already reported on there has been a considerable rise in the enrolment as compared with that of the previous year, together with a corresponding rise in attendance and fee receipts. The year closed with a total of 147 students, a number less by only six than that of Rae Bareli, and this in a town of scarcely one-third the population. The educational results have been equally satisfactory. The first or entrance class consisting of seven students, all of whom were allowed to appear, went up to the Muir College, Allahabad, for the entrance examination. Four out of the seven passed, one in the first and the other three in the second division. The first division man has obtained a Government scholarship, which he has elected to hold at Allahabad, as this place is much nearer to his home than Lucknow. The boarding-house is becoming more appreciated, and the number of inmates has increased from 8 to 21. None of these are in receipt of any scholarship; and amongst them are 7 sons or relatives of taluqdars or landed proprietors, and four of land revenue-farmers, a class which hitherto has not shown much appreciation of the Government system of education.

200. "If we now sum up the general results of the past year, it will be seen that the Government high schools in Oudh have made satisfactory progress in every respect in which progress or deterioration can be tested. Taking the several sections of each school together and considering each aggregate to be (what it really is) one individual school, the total enrolment has risen from 1,427 to 1,614, an increase of 187 students, and the fee collections from Rs. 6,138 to Rs. 6,659—an increase of Rs. 521; while the average annual cost of educating each pupil has decreased at the rate of Rs. 6 per pupil. The number of inmates at the several boarding-houses has increased by 36. A First Arts class has been opened at Fyzabad without any addition to the existing staff. The results of the teaching as tested by the matriculation and departmental examinations are not less satisfactory. In the former, out of 61 candidates presented 31 passed—five in the first division, 19 in the second, and seven in the third. In the middle examination, out of 96 candidates 33 passed and six obtained scholarships.

201. "Among Government institutions giving an education of the higher grade must now be included the Sanskrit school, Ajudhya, the upper section of which prepares students for the *Prathama Pariksha*—that is, the first or entrance examination of the Sanskrit College, Benares. Like English or anglo-vernacular schools preparing for the University, the Sanskrit school comprizes four different sections—a high section of 20 students preparing for the Sanskrit examination just named, a middle section of 22 students, an upper primary and a lower primary section, in which Hindi is taught as the vernacular and elementary Sanskrit as the second language. No students appeared for the *Prathama Pariksha* in the year under report, as it was not decided till October, 1881, whether the Pragya examination of Lahore or the entrance examination of Benares should be used as the culminating test. The students themselves preferred the former on account of the scholarships and other encouragements attending it, and had been studying for it for some eight months. But the Director of Public Instruction preferred the latter, and so the latter has been decided on. Almost all the pupils are strangers to the place. They come to Ajudhya to study Sanskrit from several surrounding districts more or less remote, and depend during their sojourn upon scholarships or the piety of the residents for their maintenance. In Ajudhya itself the two chief castes are Gangaputras and Bairágis, neither of which are of a studious or literary turn. The school, in spite of all obstacles, is making very fair progress, and at a very slight cost to the State.

202. "The following is a report on the three aided high schools, anglo-vernacular, under my inspection :—

Raja-ka-bazar.—"As compared with 1880-81 this school has improved greatly in enrolment, attendance, and fee receipts. The total enrolment is now 400, of whom 48 are in the high section, 101 in the middle, and 251 in the two primary sections. The school consists of three distinct departments—one anglo-vernacular or English, another Persian-Arabic, and the third Hindi-Sanskrit; and each of these is subdivided into primary, middle, and high. The English department is in preparation for the Calcutta University Entrance Examination, and comprises no less than 311 out of the 400 students enrolled. The two other departments are in preparation for the vernacular and oriental standards of the Lahore College, Panjáb, and for the middle vernacular examination of these provinces. Ten candidates were presented for the last matriculation examination and two passed one in the first—and the other in the second division. A student of the Persian-Arabic department passed the Lahore *Munshi examination* in Persian. The Government grant was raised in 1880 from Rs. 150 to Rs. 175, and the improvement in attendance, which has now been secured, and which amounts to 86, has more than justified the increase. The school has been, as usual, under the management of Revd. G. B. Durrand, of the Church Mission Society. It was inspected by myself throughout, in July, 1881, and found to be in satisfactory order.

203. *The Centennial School.*—"This school is under the management of the Revd. B. H. Badley, of the American Mission. In the year 1880 it was preparing only for the middle anglo-vernacular examination, but in 1881 it formed a preparatory entrance class, and since the beginning of 1882 it has had an entrance class, so that it now takes rank as a high school and has received an increased grant from Government accordingly. During the year under report the school has doubled its numbers, the enrolment being 206 as compared with 102. Additional teachers have been employed, and the school has now a full high school staff. The first entrance class will be sent up at the end of the present calendar year. In addition to day-scholars, the school is attended by boarders from Gujrat, Bareilly, Moradabad, Sháhjahánpur, and other stations. With increased accommodation many more boarders can be secured. A school-house is about to be built at a cost of Rs. 15,000 and upwards, towards which the Government has contributed Rs. 5,000. This building will accommodate about 300 pupils, among whom a considerable attendance of Eurasian boys is expected. During the past year five boys of this class obtained employment and have therefore left school. The school was inspected by Munshi Durga Prasada and myself at different times.

204. *Balrampur School.*—"This school is mainly supported by the Maharaja of Balrampur, and has been managed, as in former years, by its long-tried and able headmaster, Pandit Bishwa Nath. The total enrolment is almost the same as in 1880, showing an increase of only four. The high section at present contains very few pupils; and this cannot be avoided in a school so remotely situated and so entirely dependent upon its own middle section as a feeder. Four candidates appeared for the matriculation examination, but none passed. All four have, however, kept their names on the roll, and will appear for the next examination. As the subordinate staff is not so strong as at Government zila schools, the headmaster cannot give as much time as he could wish to his entrance students. This fact, combined with the prevalence of fever and the difficulty of the English paper, will account for the failure in December, 1881. I examined the school in all branches last year, and the care and attention paid by the headmaster and his staff were as conspicuous as usual.

205 "The following is a brief report on the middle sections to the 11 Government high schools in Oudh. No middle schools proper under Government management exist in Oudh.—

Bara Banki.—"The middle section in November, 1881, consisted of 20 students, of whom 11 were in the 4th and 9 in the 3rd class. Six candidates from the 3rd class were sent up for the departmental middle school examination, of whom three passed. The class was well taught by Brij Mohan Lal, the third master, for none of the candidates failed either in English or in mathematics, the rocks on which students generally split. All but one passed in the second language, and the one who was plucked failed by only four marks. All but two passed in the remaining subject (history and geography), and these two failed by only two and three marks respectively.

206. *Unao.*—"The middle section in November consisted of 24 students, who were equally divided between the 3rd and 4th classes. Seven candidates out of the twelve were sent up from the 3rd class to the middle examination and two passed. Both stood high on the list, and one, who stood fourth, obtained a scholarship. The success of the class was in reality much higher than the above result would seem to imply. Three other candidates passed in all the *written* subjects and only failed (as the headmaster reports) by a few marks in the *oral* examination—that is, in reading English aloud.

207. *Sitapur.*—"The enrolment in the middle section in November consisted of seven in the 4th and eleven in the 3rd class. Eight candidates out of the eleven were

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considered fit to appear for the examination. Two of these passed in the November examination, but failed in the re-examination, which it was found necessary to hold in February, 1882. I am sorry to add, too, that in this second examination attempts were made by both of these students to use unfair means. The result is thus in every respect unsatisfactory.

208. *Hardoi.*—"The total enrolment in the middle section in November consisted of 15 students in the 4th class, and 13 in the 3rd. The whole class (with one accidental exception) appeared for the examination and five passed. But in the second ordeal held in February two out of these five were plucked. The class was taught, and well taught, by Munshi Mendi Lal, who has since been transferred to the Central Normal School, Lucknow.

209. *Kheri.*—"The whole of the 3rd class at the Lakhimpur school, six in number, went up for the examination and two came out successful, one standing 24th on the list and obtaining a scholarship. The other student failed to pass for want of only two marks in mathematics. The 3rd and 4th classes have both been well taught; and the new 3rd class is numerically a stronger one than the old.

210. *Fyzabad.*—"The whole of the 3rd class, 20 in number, went up for the examination, and 11 passed, one of whom stood high enough in the list to obtain a scholarship. Five more succeeded in getting 40 per cent. of the total marks, but failed in individual subjects. Of the failures, only two candidates failed in Persian, four in history and geography, five in English, and five in mathematics. The result is very creditable to the masters who taught the class. For three years running the result of each year has been an improvement on that of the preceding one, and the headmaster thinks there is every likelihood that the improvement will continue.

211. *Gonda.*—"The middle section contained in November last an enrolment of 17 students in the 4th class and of 15 in the 3rd. The whole class (with one accidental exception) appeared for the examination, though many of the students had not recovered from the effects of the autumnal fever, which had been prevalent since the beginning of October. Two candidates passed. But the result was not as bad as these figures imply, for none failed in mathematics, and most of the failures were in two subjects only. In the competition for prizes in handwriting, which are annually awarded by the Director of Public Instruction, the class acquitted itself very creditably. A first prize was obtained by one student in English penmanship, and a second one by another student in Persian.

212. *Bahraich.*—"The middle section contained in November last an enrolment of nine students in the 4th and eight in the 3rd class. Of these eight, six appeared for the examination, and two passed. The weak point in the class was English; but the class, as I found at my inspection, had not been badly taught on the whole.

213. *Rae Bareli.*—"For the first time in its history the 3rd class of this school has passed a respectable examination. Hitherto it has been, year after year, among the least successful, and on account of the very insufficient attention paid to English, it failed especially in that subject in 1880. On inspecting the school in November, 1880, I removed this defect; and the necessity of the change has been justified by the improved results of the last examination. The third class contained an enrolment of 16 students in November, 1881. Out of all these Mr. Roberts did not send up more than nine, of whom four passed, two obtaining scholarships. The obtaining of two scholarships was creditable. But the percentage of passed students to enrolment was only 25, and the five students who failed in the examination, failed badly: for there were altogether 12 instances of failure among them—namely, four in English, three in second language, two in history and geography, and three in mathematics. Looking then at the results of the year's work as a whole, I cannot consider them as above moderate; and beyond the fact that two of the candidates stood high enough to obtain scholarships (one of them the last on the list) there is nothing whatever which could justify me in endorsing the remark made by Mr. Roberts in his annual report that 'the Rae Bareli school headed all the high schools in the North-Western Provinces and Oudh, Meerut excepted.'

214. *Sultanpur.*—"The middle section in November, 1881, contained an enrolment of 10 in the 4th and nine in the 3rd class. Of these nine, six students appeared for the examination, and three passed; but on being re-examined in February only one passed. This new result was very discouraging to the students and to their teacher, Pandit Gopi Nath, who had entire charge of the class.

215. *Partabgarh.*—"The whole of the 3rd class in this school, six in number, underwent the November examination and two passed. The same two were successful at the re-examination also. Among all the six candidates there was only one failure in mathematics. Both classes of the middle section acquitted themselves well at the time of my annual inspection.

216. "There are eight aided middle schools, or middle sections of schools which prepare pupils for the examination. Four of these are middle sections of high schools and four are middle schools proper. The names are as follows:—

Middle sections of high schools.	Canning Collegiate School. Raja-ka-Bazar. Centennial School. Balrampur.	Middle schools, proper.	Nakhas. Mahmudabad. Khairabad. Bhinga.

The enrolment in the 3rd class of the Canning School at the time of the examination was 70, of whom 22 were sent up and 10 passed. The Raja-ka-Bazar school had an enrolment of 49 in the 3rd class and sent up 22 and passed one. The Centennial School had an enrolment of 11 and sent up six and passed two. The Balrampur School had an enrolment of eight and sent up seven and passed none. The total percentage of passed to presented candidates at aided high schools was 22·8, and of passed candidates to enrolment only 9·5. Especial pains were taken by the headmaster of Balrampur to have his 3rd class well taught, and the total failure of his pupils has been a source of much surprise and disappointment. Among the middle schools proper the best place was taken by the Bhinga school, and the next best, though far below it, by the American Mission school, Nakhas. The Khairabad school sent up no candidate, as it had no 3rd class. The total percentage of passed to presented candidates was 30·7, and of passed candidates to enrolment 18. All these schools were inspected during the past year, and none were found in a neglected or inefficient state. The difficulty which most of them labour under is the insufficiency of the subordinate staff. This defect was partially removed last year in the case of the Mahmudabad school by the virtual abolition of the Arabic department, which has never been of any use to the school, and the appointment of an additional anglo-vernacular teacher out of the savings effected. This school could only send up one candidate last year. But a larger enrolment in the 3rd class is hoped for by degrees, though the 4th and 5th classes are at present very thinly attended.

217. "The two unaided schools alluded to above (Akouna and Boundi) are both in the Bahraich district and situated on the Kapurthala estates. These schools are entirely under the control of an officer appointed for that purpose by the Maharaja. But the headmaster of Akouna asked me to examine his work, as I was camping by; and the Manager sent the annual statistics of both schools to this office for inclusion in the annual report. The enrolment at Akouna is 55, and at Boundi 75. Both schools intend, if they can, to send up pupils for the middle examination, but it will probably take another three years at least before this hope is likely to be fulfilled. The total annual cost of both schools combined was Rs. 3,947. The opening of these two schools furnishes fresh evidence of the fact that the Rajas and wealthy landlords in this province are more disposed to establish anglo-vernacular schools than Oriental or purely vernacular ones. As the former cost them more than the latter would do, it can only be supposed that, rightly or wrongly, they consider the establishment of a school, in which English can be taught in connexion with Urdu or Hindi, to be a greater benefit to the people on their estates. No instance of a middle-class vernacular school maintained solely by private liberality has occurred in Oudh. But at the present time there are five anglo-vernacular schools of the class in question—namely, Balrampur, Mahmudabad, and Bhinga, which are aided by Government, and Akouna and Boundi, which are maintained entirely by private resources.

Middle Schools, English, for Girls.

218. "There are two girls' schools in Oudh teaching up to a middle standard of their own, which differs in some respects from that prescribed by the department for boys. These are La Martinière and Lal Bagh, both aided and both situated in Lucknow. The following statement shows the comparative enrolment, section-wise, at the close of the last two years:—

		Lower primary.	Upper primary.	Middle.	Total.
La Martinière ...	1880-81	24	13	10	47
	1881-82	40	15	10	65
Lal Bagh	1880-81	34	15	25	74
	1881-82	49	14	21	84

219. *La Martinière School.*—"The above statement shows an increase in the total enrolment from 47 to 65. On the 31st March, 1882, there were 17 foundationers, 15 demi-foundationers, 15 boarders, and 18 day scholars. A detailed examination was held by me as usual in October last; and I am glad to be able to repeat the conclusion expressed in the previous year, that the teaching has been careful and systematic throughout. In the middle section, taught by Miss Pennington, the headmistress, eight girls passed in all subjects, which consisted of reading and parsing, dictation, the main rules of arithmetic, Indian history, English history, and general geography. No second language is taught in this school. But should the attempt ever be made, Urdu is recommended. The school is under the control financially of the

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Governor of La Martinière College, while the internal management is vested in a ladies' committee.

220. *Lal Bagh School.*—"The enrolment at this school has risen from 74 to 84, of whom 38 are East Indians or Europeans and 46 Native Christians. This school is not a purely English one like the preceding, but anglo-vernacular. All the girls learn English; but 48 are also learning Urdu, while one is learning Bengali and 11 (in the middle section only) Persian. There is one student in the school who is preparing for matriculation, and who might be able to pass, if she improves in mathematics, in the next examination. It is more difficult, however, for girls, than for boys, to reach such a high standard, as the former for the most part leave school at an earlier age, and much of their time at school is taken up with needle-work, &c., which leaves less time for the study of books. The school was examined, as usual, by the Assistant Inspector and myself, and the results were satisfactory. Miss Thoburn, the Superintendent, has lately returned from America to resume charge of the institution, which has so much prospered under her care.

Middle Schools, Vernacular.

221. "In the year under report there were 57 vernacular schools in Oudh, which have either formed a middle section or have been provided with an establishment for this purpose. All of these are under Government control: for there are no schools of this class under private management in Oudh, except the Oriental departments of two aided anglo-vernacular high schools in the city of Lucknow. The following statement gives the comparative statistics of enrolment, section-wise, during the last two years:—

Year.	Number of schools.	*Lower primary section.*				*Upper primary section.*			*Middle section.*		
		Class 7.	Class 6.	Class 5.	Total.	Class 4.	Class 3.	Total.	Class 2.	Class 1.	Total.
1880-81	52	1,282	744	641	2,667	508	407	915	251	164	415
1881-82	57	1,553	888	804	3,245	586	453	1,039	330	240	570

"The increase of five schools is caused by the establishment of two new schools (or rather the restoration of two old schools to the middle status) in the Sitapur district, the establishment of a new school in the Gonda and Bahraich districts (one in each), and the inclusion in the return of the middle section of the Sanskrit School, Ajodhya. With the exception of the school last named, which is of a special character, the middle sections of these schools are intended to be in preparation for what is known in the department as the "middle-class examination," vernacular.

222. "The general results of the year in the examination just named can be thus chiefly indicated. In the report for 1879-80 I described the steps which were taken in that year for assimilating the curriculum of the Government middle class schools in Oudh with that of the corresponding schools in North-Western Provinces so as to give the former an equal chance of success in the general competition. I am glad to be able to report that these measures have now borne their full fruit, thanks to the exertions of some of the teachers employed and to the careful supervision exercised by Munshi Durga Prasad, the Assistant Inspector, and the Deputy Inspectors of districts. In the last middle-class examination the percentage of passmen to examinees in Oudh was 44·3 against 41·1 in the North-Western Provinces, and the percentage of students who failed in individual subjects was 30·9 against 37·5. In both cases the advantage is slightly on the side of Oudh. Out of the 75 candidates who passed, one-third came out in the first division and 13 stood amongst the first 40. The schools which did specially well were those at Sandila, Akbarpur, and Salon, the last of which took the lead of all others by passing all the candidates presented, 11 in number. Although the general result indicates a great improvement in teaching as compared with the past or any previous year since the middle school examination came into force, yet in some respects the present state of things is not at all what it should be. Out of the 56 schools which are intended to have middle sections, there were no less than 16 which had no 1st class in November, 1881, and were consequently unable to send up any candidates. In the report for 1880 I dwelt at some length upon the difficulties of procuring and maintaining a middle-class attendance in towns where the native industries, which 25 years ago were in a flourishing state, have fallen into hopeless decay, and where the people are consequently too poor as a rule to pay even a tuition fee of two annas a month. This circumstance is likely to operate as an obstacle to increase attendance for some time to come. But in the meanwhile the teachers have been informed by circular that whenever the failure to form a middle section can in any degree be traced to neglect on their part to make the best use of the materials at their command, they will be held responsible for the defect, and may have to vacate their appointments so as to make room for more efficient men. A

central normal school has been opened in Lucknow within the current year for the sole purpose of training middle class teachers, and thus raising the status of the most backward schools. If, after these means have been tried, it is still found impossible to secure a suitable attendance, then the only alternatives remaining will be either to charge a lower fee in the middle section, or to abolish the middle section and reduce the school to the primary grade."

LUCKNOW DIVISION.

223. "In the three districts of this Division the number of schools and examinees has remained the same; but the number of students who passed in all subjects has risen from 9 to 20, and that of students who passed in individual subjects from 72 to 95.

"Of the four schools in the Lucknow district, Malihabad and Naubasta are the only two which have done creditably. The Mahona school sent up three candidates, but passed none. The Chauk school had not even a 1st class. In old days this was the best vernacular school in Oudh. For some years past it has been falling off, partly owing to mismanagement by the headmaster and partly perhaps to the greater attractiveness of the numerous English-teaching schools by which it is surrounded. Being situated in the heart of the Lucknow city, it has to bear the competition of the Canning Collegiate school and of the several aided anglo-vernacular schools of the Church Mission and of the American Mission, most of which have vernacular as well as English departments.

224. "In the Unao district there are eight schools, which are ranked as middle class. One of these, Moradabad, had no 1st class, and was therefore unable to send up any candidates for the examination. From the remaining schools (names of which are noted in the margin), 24 candidates in all appeared, of whom one passed in the first, three in the second, and five in the third division, total 9, or 37·5 per cent of the examinees. This is a great improvement on the previous year, when only 15 boys were examined and only three passed. Each of the seven schools noted in the margin managed to pass one or more of its candidates; and though no one school achieved a marked success, yet none can be said to have failed altogether.

Purwa.
Safipur.
Mohan.
Bihar.
Nagar.
Mauranwan.
Bangarmau.

225. "In the Bara Banki district there are seven middle-class schools, of which, however, only four, (namely, Daryabad, Fatehpur, Ramnagar, and Kursi), had a 1st class and were able to send up candidates for the examination. These four schools sent up between them 15 students, and all of them, except Fatehpur, passed one or two. The remaining three schools (namely, Rudouli, Zaidpur, and Haidargarh) had not, up to the time of the examination, completed two years of their existence as vernacular schools (for they were only de-anglicised in February, 1880); and though they are steadily gaining ground in their new status, they were not able to form a 1st class by November, 1881. The Fatehpur school belongs to the same category; and though it sent up three candidates last year, none of them were passed by the examiners."

SITAPUR DIVISION.

226. "The results in this Division, though moderate in themselves, show a marked improvement upon those of the previous year. The number of candidates who passed in all subjects has risen from 2 to 21, and that of students who passed in individual subjects from 28 to 93.

In the Sitapur district, as already reported, two schools (Laharpur and Machrehta) have been restored from the primary to the middle grade and placed on the provincial list; and hence the number of schools has risen from four to six. The success of the year was almost entirely obtained by the Biswan school, which alone sent up nine candidates and passed four. Three schools (Laharpur, Misrikh, and Paintepur) had no 1st class; and the remaining two schools (Machhrehta and Khairabad) passed three candidates between them.

227. "In the Hardoi district there are eight schools, which have, or are intended to have, middle sections. Three of these (Bilgram, Shahabad, and Mallanwan) were English-teaching schools up to February or March, 1880, and were consequently unable to form a 1st class by November, 1881. Two others, Sandi and Ba van, both vernacular schools of long standing, sent up only four candidates between them, but passed none. The Pihani school did creditably, having sent up four candidates and passed three. But the chief success of the year was gained by the Sandila school, which sent up 11 candidates and passed eight—four in the first division, three in the second, and one in the third.

228. "In the Kheri district the results are not satisfactory. Of the five schools referred to in the above return, three (namely, Gola, Aurangabad, and Barwar), all of which are vernacular schools of many years' standing, had not even a 1st class. The Kheri school could send up only three candidates, and all of these failed in individual subjects. The Muhamdi school sent up three candidates likewise, and two of these passed. This is the only piece of success that the Kheri district can show, and this is very little."

FYZABAD DIVISION.

229. "In this Division the number of examinees has fallen off considerably, but the number of candidates who passed in all subjects has increased by two.

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230. "In the Fyzabad district there are three middle-class vernacular schools, as in the previous year, Tanda, Jalalpur, and Akbarpur. The first was an English-teaching school till March, 1880, and was therefore not able to compete for the examination of 1881. The next, Jalalpur, is a vernacular school of many years' standing, but it had no *first* class in 1881, and has been doing badly for several years past. The success of the year in this district is due exclusively to the Akbarpur school, which sent up 12 candidates and passed six in the first division and two in the second. This very creditable result is chiefly due to the exertions and ability of Munshi Anwarul-haq, whose services have lately been lost to the department by his transfer to the judicial line.

231. "In the Bahraich district there are three schools, Nanpara, Jarwal, and Ghulam Alipura, in the town of Bahraich itself. The Nanpara school has long been in a backward state, but is improving, and will probably send up two or three candidates for the next examination. The Jarwal school has lately been restored from the primary to the middle status, but could do nothing in the last examination The school at Ghulam Alipura, Bahraich, sent up five candidates, all of whom failed in individual subjects. This is quite a new school, and by another year or two it is expected to do very well under its efficient headmaster, Munshi Kanhaya Lal.

234. "In the Gonda district there are at the present time five schools; but at the time of the examination (November, 1881) there were only four—namely, Colonelganj, Utraula, Nawabganj, and Paraspur. The first two were English-teaching schools up to March, 1880; and hence they are still backward as vernacular ones. The other two are both of long standing, but neither acquitted itself well in the last examination. The four candidates sent up from Nawabganj all failed in one or more subjects, and of the eight candidates sent up from Paraspur only two passed. The school last named is, however, under good hands and is in a generally efficient state."

RAE BARELI DIVISION.

235. In this Division there has been a marked improvement in the number of examinees, the number who passed in all subjects, and the number who passed in individual subjects.

236. "In the Rae Bareli district there are three schools—Jais, Inhona, and Salon. The Jais school was anglo-vernacular till March, 1880, yet it has surpassed its contemporaries of the same category, for it sent up last year four candidates for the examination, of whom two passed. The Inhona school (which is one of long standing) sent up six candidates and passed two. The great success of the year was achieved by the Salon school, which sent up 11 candidates and passed them all in every subject—four in the first division, four in the second, and three in the third.

237. "In the Sultanpur district the results, though less brilliant, were creditable. The Dostpur school sent up three candidates and passed one. The Jagdispur school sent up 14 candidates and passed six. These are the only two schools of the kind in the district. There is room, however, for a third at Hasanpur, a town or village more important and populous than either of the two named, and within five miles only of the headquarters station.

238. "In the Partabgarh district the results have been disappointing. Three candidates were sent up from Patti, but none passed. Eleven were sent up from Partabgarh, and only two passed, and these two in the third division. The school last named is largely attended, has a commodious building and a well-paid staff, and is situated within four miles of the headquarters station, yet it has never had a really successful year.

239. "Lastly, in reference to candidates from aided schools, a few words will suffice. Four candidates appeared from the Oriental department of the Canning College and all failed. Fourteen appeared from the similar department of the Raja ka Bazar school, Church Mission, and these, too, all failed. These are the only two aided institutions in Oudh which sent up any candidates."

PRIMARY INSTRUCTION.

SECTION V.—PRIMARY INSTRUCTION.

240. The returns show a decrease of more than a thousand students in Government lower schools, English and vernacular, and an increase of eight hundred in aided schools. The decrease may be attributed, to a great extent at least, to stricter registration, which gradually removes from the rolls the names of boys whose attendance is very irregular. Moreover, a number of very thinly attended schools in villages where education is not appreciated have been closed by the district committees who have, with the funds thus set free, improved the remaining schools and increased the insufficient pay of deserving teachers. Detailed accounts of the general condition of lower schools are given in the Inspectors' reports, and for the North-Western Provinces in the reports of the district committees. Extracts from these reports will be found in their usual places. The total number of boys who passed the upper primary examination in 1881-82 is 6,627, as against 7,567 of the preceding year. The lower standard was passed by 14,834, as against 16,434 in 1880-81. Three hundred and ninety-one girls passed the latter examination as against 520, and 129 the former as against 155 in the preceding year. These figures show unfavourably, but the standard generally has been raised.

MEERUT DIVISION.

241. The following is from the Inspector's report:—

PRIMARY SCHOOLS.

Municipal Schools (English).

"These have hitherto taught only a smattering of English, but as, in examining such schools now, English is regarded as the second language, and the pupils are examined in the vernacular chiefly, the schools are awaking to the necessity of grounding their pupils in the vernacular first. As local effort is developed they may rise to be middle schools, but they are primary yet, and on passing their pupils should induce them to join higher schools Excluding Atrauli, which has been noticed under the head of middle schools, there are seven—Deoband (Saharanpur); Kairana and Kandla (Muzaffarnagar); Baraut, Bagpat, and Hapur (Meerut); and Mufidkhalaiq (Aligarh). Kairana was the only one which had improved, the rest were stationary. Their aggregate roll on 31st March shows 230 scholars, and in the primary examinations ten passed the higher test and nine the lower.

242. *Aided (English).*—"These are the four railway schools at Mussooree, Sahâranpur, Gháziabad, and Aligarh.

243. *Sindh, Panjab, and Delhi Railway School, Mussooree.*—"I inspected this school in October. The attendance had improved since last year, when there were only 16 pupils. Now there were 28, of whom 11 were boys and 17 girls. The instruction was primary, but the classes passed a fair examination. The accommodation was ample and the general arrangements satisfactory.

244. *Sahâranpur Railway School.*—"The roll showed 24 pupils, the same as last year, but the instruction had improved especially in regard to arithmetic.

245. *Gháziabad Railway School.*—"There were 21 children present, with two or three exceptions, all very young. One boy who passed the upper primary test last year had entered on the middle-school course, but the school should be kept strictly primary. None came up for the upper primary test and none passed the lower.

246. *Aligarh Railway School.*—"This is the least advanced of the four railway schools. There were 22 children present. The classes were lower primary, but no pupils could read, write, and cipher well enough to pass the lower test.

247. *Aided (Vernacular).*—"These are the orphanage schools at Roorkee and Sahâranpur, the Annfield school, Dohra Dún, and Mission school, Bulandshahr.

248. *Roorkee Orphanage School.*—"The roll showed 76 names, of whom 58 were orphans and 18 outsiders. The instruction given is very creditable, combining a fair knowledge of Hindi, Urdu, and English, with (in the highest class) apprenticeship to the Roorkee Workshops.

249. *Sahâranpur Orphan School.*—"Here, as at Roorkee, all the orphans are boys, and 35, the number enrolled, were present. Four passed the lower primary test and the rest were being carefully looked after.

250. *Annfield School, Dehra Dún.*—"I inspected this school early in November. The roll was 106, and 79 boys and girls were present. Many looked sickly, and I was told fever had been prevalent. But as rank grass was still thick all round the school-house, it is to be hoped sanitary measures will in future take precedence of instruction. The teaching is fair, and seven out of 11 passed the lower primary test.

251.—*Bulandshahr Mission School.*—"For the small grant of Rs. 5 a month which this school receives it does very fairly. Forty-two boys were enrolled, and the preparatory class upper primary promises well for next year. The lower classes require more attention.

PRIMARY VERNACULAR SCHOOLS FOR BOYS.

252. "These comprise classes 3rd to 7th of tahsíli, pargana, halkabandi, and municipal schools Their total on 31st March was 761 schools with 24,447 scholars, aganst 770 schools and 24,029 scholars last year. Inspectors and Deputy Inspectors' combined reports show that 232 schools, or 30 per cent., were efficient against 19 per cent. last year. I myself inspected 239 schools and found 144, or 60 per cent., efficient; and as in regard to halkabandi schools a fresh batch were examined, and not the schools seen last year, the fact speaks well for the tuitional status of this class of schools. The following are the results of the primary school examinations:—

District.	Boys examined.	Number passed.	Percentage of passed.
Dehra Dún	111	68	61·2
Sahâranpur	517	269	52·03
Muzaffarnagar	456	340	74·3
Meerut	708	317	44·7
Bulandshahr	754	452	59·9
Aligarh	1,045	648	62·
Total ...	3,591	2,094	58·3

PRIMARY INSTRUCTION.

Muzaffarnagar therefore shows the highest percentage both as regards middle and primary schools, which gives weight to the late Educational Secretary's estimate of Munshi Piyari Lal, the Deputy Inspector, that he is 'an intelligent, hardworking, and useful officer.' Aligarh is second, and considering that its primary schools number 183, while those of Muzaffarnagar are 116, the fact is all the more creditable for Munshi Pitam Lal, the Deputy, of whom I have always had a good opinion. Dehra Dún is third, which attests the care that Munshi Hori Lal took of his schools as Sub-Deputy Inspector. Bulandshahr is fourth, and would show even a higher percentage if Munshi Nihal Chand, the Deputy's health would sufficiently improve. He has an able assistant in Pandit Har Gobind, the Sub-Deputy. Saháranpur is fifth, but passes more than half of its candidates Its Deputy, Munshi Zulfikar Ali, is still an able man, but intends retiring, I believe, after another year. Meerut as usual is last, and why it is so seems to be because, having the largest area and the most schools, it needs at least a second Sub-Deputy Inspector. I think also that the most important district should have the best paid Deputy. The present Deputy Inspector, Munshi Najm-ud-din, and his assistant have done, I believe, as much as they could do.

PRIMARY VERNACULAR SCHOOLS FOR GIRLS.

253. "The total number of girls' schools on 31st March was 33 with a roll of 763 pupils. Of the 33 schools, 19 are Government, nine aided, and five unaided. Of 27 girls examined by the lower standard, 20 passed. Of the 19 Government schools, 10 are in Aligarh, and the best I saw was at Háthras. The five unaided schools are Mission schools at Saháranpur."

AGRA DIVISION.

254. The following remarks on the tuitional condition of the primary schools are taken from the Inspector's report:—

PRIMARY SCHOOLS ENGLISH.

"These in great part consist of the primary sections of the high and middle English schools that have already come under notice. Besides these sections of schools, 13 in number, there are 14 primary English schools proper.

PRIMARY ENGLISH SCHOOLS FOR BOYS.

255. "There are 23 of these—five Government schools (the zila schools), 11 aided schools, and seven unaided schools—containing on the 31st March last 542, 1,521, and 201 scholars respectively, or 2,264 scholars in all. On the same date of the previous March the distribution of scholars in the same 23 schools was 513 in the Government schools, 1,465 in the aided schools, and 197 in the unaided schools, or 2,175 scholars in all. Of this last number 256 were examined by the upper primary standard and 381 by the lower primary standard, with the result that 169, or a percentage of 66, passed in the former case and 244, or a percentage of 64, passed in the latter. These percentages are pretty good ones, and show that the primary instruction in these schools and sections of schools is of tolerably efficient quality. In all primary English schools one has to take a lower standard of arithmetic both in the upper and in the lower primary examinations than that which can be demanded of schools in which the instruction is purely vernacular. In a zila school or other English school for natives the teaching of English occupies many of the hours that in a tahsíli or other vernacular school are devoted to arithmetic, and an Inspector in his examinations has to recognize this fact and regulate his arithmetical standards accordingly. So also in schools for Europeans and Eurasians arithmetic has to give way to Scripture lessons, and in the case of girls' schools to sewing also, and tests on that account have to be lowered in arithmetic. Still the range of arithmetic taken in all these primary schools is now higher than it used to be six years ago when I last saw the schools, and that I must regard as a definite improvement.

256. "The following are schools of the class now under report which have not before received mention:

Gokulpura School.—"This is a branch of the Victoria school, and receives a grant-in-aid of Rs. 40 a month. Its other income like that of its parent institution is somewhat precarious, but according to the returns made to me, there is an average monthly receipt from subscriptions of Rs. 65 and from fees of Rs. 6. The headmaster of the school is a retired officer of the Education Department, and he manages the school well and has maintained throughout the classes, which on the occasion of my visit were six in number, mastering altogether 83 scholars, a good standard of instruction. The great majority of the boys were in the lower primary division both in English and in the vernacular, but I found 12 boys advanced to form an upper primary division. Of these three were sufficiently forward to be presented for examination by the upper primary standard, and I passed them all three. In the lower primary department 11 boys who stood at the top of it were presented to pass by the lower primary standard and I passed nine of them. I consider the school to be an efficient primary English school.

Loha-ki-Mandi School.—"This school is a very elementary school, acting as a feeder to the lower classes of the St. John's collegiate school. The head class of seven was drafted off to St. John's in January last. When I visited the school there was a roll of 71, of whom 65 were present, distributed in four classes. Two of these classes (48 boys) were mere beginners not only in English but in their native tongue. The two other classes, of ten and seven boys, were a little more advanced and read fairly well from their class-readers, English and vernacular, wrote dictation from the same, and were doing a little simple arithmetic. The work of the school is carried on under difficulties, for the school-house built by the Church Mission Society, and consisting of one room and a verandah, is situated at the corner of two exceedingly noisy streets, the roar from which completely drowns both teachers' and pupils' voices. The Revd. Mr. Bell tells me that he is thinking of giving up the school.

Cantonment School, Agra.—"This is a mixed school for boys and girls, the elder boys being under a headmaster, and the younger children, boys and girls, under two mistresses. It can hardly be called an aided school as such private support as it once had has died out. It is really a Government school, since the whole of its income, with the exception of some Rs. 32 a month paid in fees by a few of the scholars, is drawn from provincial funds. Its regular grant is Rs. 185 a month, but Government pays also from Rs. 50 to Rs. 55 a month as fees of indigent scholars. The expenses of the school exceed its income, and at the end of the year the Cantonment Magistrate, who manages the school, was obliged to ask the Director of Public Instruction for an extra grant to clear off an accumulated debt. The request was granted.

"When I visited the school in November last the register showed 42 names, but only 34 scholars were in regular attendance, 23 boys and 11 girls. The roll and attendance have both risen since then under a new headmaster, and at the close of the year there were 60 scholars attending the school. The instruction of the school is not carried beyond the upper primary standard, and is on the whole of satisfactory quality. The school, though not taken full advantage of by the community (the poorer European and Eurasian population) for whose benefit it was set up, supplies a want felt in the cantonments, and a continuance of its Government grants is earnestly recommended.

East Indian Railway School, Tundla.—"This also is a mixed school, and contained on the day of my visit in December last 31 scholars, 13 boys and 18 girls. The education given extends only as far as the lower primary standard, but to that extent is really of very good quality, the headmistress and her two assistants doing their duty conscientiously and thoroughly understanding the art of managing and teaching little children. For education above the lower primary standard the children are drafted off to a boarding school belonging to the Railway at Jamalpur. The Government grant to the school is Rs. 40 a month, and is well utilised and well deserved.

257. "The seven unaided schools in which boys are given primary instruction in English are the municipal schools of Brindaban and Kosi in the Muttra district, the Dargahi school at Fatehpur Sikri in the Agra district, the municipal schools of Kasganj, Jalesar and Soron in the Etah district, and the subscription school of Chabramau in the Farukhabad district.

"The Brindaban school is the largest of these schools. It contained 60 scholars on the day of my visit, but 33 of these were in the alphabet and primer class. Its instruction is not very efficient, but four boys, very old boys, who had been in the school for years, passed by the upper primary, and nine also, very old boys, by the lower primary standard. The municipal grant to the school is Rs. 40 a month, and there is a subscription averaging Rs 27 a month realised in the town, and the monthly receipt from fees is Rs. 8. On this income the school is supported.

"The municipal school of Kosi is a free English school held in the same building as the tahsili school of the town. It numbered 21 scholars when I examined it, of whom three passed by the lower primary standard. The school is supported by a grant from the municipality of Rs. 25 a month.

"The Dargahi school of Fatehpur Sikri. This school when I examined it in November last had a roll of 26 scholars, of whom 21 were present. The three boys who stood at the head of the school passed by the lower primary standard, but no less than 16 of the 21 present were in the alphabet and primer stage. The teaching here used to be both better in quality and higher in range when I knew the school six years ago. The reason for the decline is the teacher is discontented with his position and wants to get out of it.

"The municipal school of Kasganj is the best taught of all these unaided schools. It is held in the building of the tahsili school, and most of its pupils learn everything else but English in the tahsili school. It contained 23 scholars on the day when I visited it, and of these three passed by the upper primary standard and five by the lower. The teacher, whose pay is Rs. 40 a month, is capable and hardworking and keeps his classes in very good order. The expenses of the school (including Rs. 13 for scholarships) amount to Rs. 54 a month, of which Rs. 44 come from the municipality and Rs. 10 from one or two subscribers in the town. The fees paid by scholars are regarded as belonging to the tahsili school proper and are lodged every month in the local tahsil.

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"The municipal schools of Jalesar and Soron, numbering 17 and 28 scholars respectively, are taught in very poor fashion by teachers of the very poorest qualifications, and are in fact mere pretences of schools. The municipalities will not give up the schools however, and continue to pay the teachers Rs. 20 a month each in spite of the ineffective character of their work.

The Subscription School of Chibramau.—"This school derives no support from any town fund. It is maintained on subscriptions, which the teacher says are not paid except under great pressure. Even when paid they do not bring the teacher more than an average salary of Rs. 12 a month. He realises besides this from Re. 1-8-0 to Rs. 2 a month in scholars' fees. The teacher succeeded in passing one of his pupils through the last middle-class anglo-vernacular examination as a private student. I found 26 boys in the school when I visited it, and two of these passed by the upper primary standard and four by the lower. The teacher's work, considering the smallness and uncertainty of his salary, is not unsatisfactory.

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258. "We have four only of such schools in this Division, all aided schools; these four schools contained 162 scholars on the 31st March last, of which 47 were in the upper primary division and 115 in the lower primary division. The number of girls from these schools that passed the upper primary examination was 19 out of 27 presented, and that passed the lower primary examination 37 out of 65 presented. I need notice only three of the schools particularly here, as the fourth is merely the lower section of St. Patrick's Orphanage, of which enough has previously been said.

Canning Protestant Girls' School, Agra.—"This school had at the end of the year 50 pupils, 39 boarders and 11 day scholars, from the civil lines of Agra. The instruction given in the school is thoroughly sound and good, and Mr. Aikman, who, in my absence, undertook to examine the school at Christmas, gave a most satisfactory account of the girls' proficiency and of the teachers' work. The tuition and domestic arrangements are supervised by ladies of the station, and the finances are administered by a committee, of which the chief working member is usually our Joint Magistrate.

The Fatehgarh Gun Carriage Factory School.—"This is merely an infant school, and at present numbers only nine children. I examined the children at the beginning of February, and found them all making good progress for their age. One girl at the top was much more advanced than the rest, and did her work in reading, writing, and arithmetic in a most creditable fashion. The young lady in charge of the school had evidently taken great pains with her young charges.

The Katra Girls' School. "This is a school for Native Christian girls and is under the management of the Missionaries connected with St. John's College, Agra. It has 34 children on its roll, and gives an education in English, Urdu, and Hindi, but not extending beyond the lower primary standard. Twelve of the girls passed the lower primary examination, but whether they will be retained at school to pass the upper primary examination is not known. The school is useful to Native Christians elsewhere than in Agra, for besides day scholars from Agra itself it accommodates boarders from other stations. The tuitional expenses of the school are nearly Rs. 3,000 a year, towards which Government contributes Rs. 360. The roll of scholars has fallen a good deal during the year, but the return from the school does not state the cause of the decline.

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259. "Under this heading come the classes from the third downward to the seventh of tahsili, pargana, and halkabandi schools, and of a few municipal free schools. Classes 3 and 4 constitute the upper division, and classes 5, 6, and 7 the lower division. Class 3 undergoes the upper primary examination, and class 5 the lower primary examination. At the close of the year of report there were 811 of these vernacular primary schools or sections of schools with 25,142 scholars enrolled in them, 4,345 standing in the upper division and 20,797 in the lower division. At the close of the previous year the number of such schools was 819 with 24,864 scholars. These figures show that a decrease of eight schools, but an increase of 278 scholars has taken place during the past year. The average daily attendance has risen from 19,365 to 19,814, and the average monthly roll from 24,073 to 24,675: which figures indicate for both years a proportion of attendance to roll equal to 80 per cent. I do not advance this percentage as representing the real daily attendance, for that I know it does not do. The real daily attendance is not higher than 70 per cent., and it would be strange if it were higher, since even in England, where there is compulsion, the daily attendance in primary schools has not yet risen, I believe, to more than 76 per cent. of the roll for the whole country. The 80 per cent. educed above represents the number of the enrolled scholars who make an appearance in school for however short a time during a day rather than the number of them who give a full day's attendance. Understood in this way the percentage of 80 is not probably so very wrong a figure. All these 811 schools have been examined by the Deputy and Sub-Deputy Inspectors during the year, the great majority of them four times, a good many of them five times, and some six times. I also, at school assemblies held during the cold weather at various examination centres, examined as many as 670 of them. The results of the upper and the lower primary examinations may be detailed as follows: from 404 schools with

upper primary departments 1,126 boys of the 3rd class came up for the upper primary test, and 716, or a percentage of 64, passed: from the same 404 schools and from 359 others that only have lower primary departments, 3,334 boys of the 5th class came up for the lower primary test, and 1,908, or a percentage of 57, of them passed. The remaining 48 schools not being classified as high as the 5th class had of course no boys to present for either the upper or the lower test. These percentages of 64 and 57 of passed boys are a good deal below the percentages 76 and 74 returned for the same class of schools in the last report, but the difference does not mean any falling off in the instruction. It only means that I took this year a stricter interpretation of the standards prescribed for the upper and lower primary examinations than Mr Phillips took last year, and that Deputy Inspectors have followed my lead. The instruction in these primary vernacular schools has certainly very much improved since I went over the Division some six years ago. At that time there were of these schools only 46 per cent. in which I could call the teaching good or satisfactory. There are now 60 per cent. of such good or satisfactory schools, and even of the 40 per cent. schools remaining, against which I have not been able to mark satisfactory teaching, a good many only fail because the full measure of arithmetic prescribed for the lower primary examination has not yet been worked up to in the 5th class. That some progress had been made during my absence from the Division was made very plain to me during tour. Not only did I find the boys of this time more proficient in the various class standards, but I noticed also that they were reaching the upper department at an earlier age than the boys of six years ago. The preponderance of the number of boys in the lower division over the number in the upper division, a fact which constantly evokes comments from Secretaries of education committees, is still great, but yet not so great as it used to be. In 1875 the proportion between boys reading in the lower division and boys reading in the upper division of primary vernacular schools was for the six districts of my present jurisdiction as nine to one. The proportion now is not five to one, or the disproportion has lessened by nearly one half. This is really a very considerable advance for the schools to have made in six years, and the improvement is the more satisfactory when it is remembered that in the years 1878 and 1879 schools were all thrown back by the famine and fever that overtook these provinces."

260. "A word or two on the vernacular primary schools (boys) of each district may here be added:—

Muttra.—"The schools are 134 and the scholars 5,020, of whom 676 are in the upper division and 4,344 in the lower division, a gain of 77 scholars upon the returns of the last report for the same 134 schools. For the upper primary examination 180 boys and for the lower primary 1,060 boys came up, 115 passing in the former test and 524 in the latter. I examined all these schools and noted the tuition in 89 of them as satisfactory; in 22 others as passable; and in the remaining 23 as unsatisfactory or bad. The schools have very much improved since I saw them last, and as they were among the worst sufferers in 1878 and 1879, much credit is due to the Deputy Inspector, Pandit Gopal Prasad, and his Sub-Deputy for the recovery made and the progress that is making. Mr. Cruikshank, who has been acting as Secretary to the education committee, visited schools in all parts of the district during the cold weather, and I believe was satisfied with their general condition and also with the Deputy Inspector's supervision and management.

Agra.—"An increase of one school and of 190 scholars has taken place during the year, bringing the schools up to 189 and the scholars up to 4,722, divided thus: 865 in the upper division and 3,857 in the lower. The schools of this district were not so well represented as they should have been in the upper and lower primary examinations, comparatively few boys, for the number of schools, coming up as examinees. For the upper test 119 boys came up and for the lower 562 boys, 84 boys passing in the former case and 297 boys in the latter. The schools of this district had sunk into a very low condition in attendance, in discipline, and in instruction when its present Deputy Inspector, Munshi Pran Sukh, was transferred from Etáwah to take charge of them two years ago. His strict and careful management is rapidly bringing them back to good order, and already has effected much improvement in the instruction. I examined 169 of the 189 schools, and though the classes were generally small the standards prescribed were, I found, very fairly worked up to. I was able to mark 103 schools as passing a satisfactory examination, and 21 others as doing pretty well. The remainder were inferior schools, mostly in want of more competent teachers than the Deputy Inspector has yet been able to provide for them. A second Sub-Deputy is required for this district. One is not enough help to a Deputy Inspector, who has with girls, schools 185 schools to manage and inspect.

Etáwah.—"The committee of this district abolished eight halkabandi schools shortly after the beginning of the year, and the number of primary vernacular schools for boys is now 109 with 3,232 scholars, against 117 schools with 3,387 scholars last year. The division of the present roll of scholars is 590 in the upper section and 2,642 in the lower section. For the upper primary examination the examinees were 217, and those who passed 127 in number. For the lower primary examination the numbers were: examinees 444, passed 236. The generality of the schools in this district are in a satisfactory state as regards their tuition, but the attendance in very many of

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them is much smaller than it ought to be. There is this to be said, however, that the attendance registered is for the most part real, which was far from being the case when I first knew the district. The good effect of Munshi Pran Sukh's strong discipline and judicious selection of teachers is still visible in the schools. I examined on tour 70 of the 109 schools, and found the instruction in 59 of them fair or satisfactory, and in 11 of them inferior or unsatisfactory. These latter schools, however, were chiefly in the hands of untrained substitute teachers, whose places will be filled as opportunity offers by certificated men from the normal school. The Deputy Inspector of the district and his Sub-Deputy both secure a favourable mention from the Secretary of the education committee for activity and zeal in their work.

Etah.—" Schools have increased from 117 to 123 and scholars from 3,790 to 4,036. Of the latter number 755 are in the upper division and 3,281 in the lower. In the upper primary examination 119 boys passed out of 174 presented, and in the lower primary examination 299 passed out of 804. This proportion of boys passed in the lower primary examination is not satisfactory, and there is no doubt that in many of the schools the lower primary standard has not been properly worked up to by the boys of the 5th class. I examined 117 of the schools on tour, and in only 61 of them did I consider the tuition efficient and up to standard. In the other 56 schools the boys were backward in their studies, and the teachers as it seemed to me very imperfectly qualified. The Deputy-Inspector explained the backwardness of the boys by saying that I was inspecting the district two months before the usual time, and that much sickness had prevailed during the late autumn, interfering with school attendance and retarding progress. The Deputy Inspector works hard and is doing his best.

Mainpuri.—" Seven halkabandi schools were closed during the year by order of the education committee, and the schools and scholars now stand at 123 schools with 3,767 scholars, against 130 schools with 3,827 scholars last year. In the upper division there are 440 scholars and in the lower 3,327, figures which indicate bad classification in the schools and insufficient promotions from the 5th into the 4th class. The number of boys presented for the upper primary examination was 102, of whom 69 passed; and the number presented for the lower primary examination was 684, of whom 240 passed. These are not satisfactory figures, and I think the Deputy Inspector and his Sub-Deputy cannot have been supervising teachers' work sufficiently.

"The primary schools of Mainpuri used six years ago to be as efficient in instruction as those of any district of the Division. They seem to me to have made little progress in the time, and to have sunk now into a position of inferiority. I examined 64 of them, and in 33 only of them was I satisfied with the tuition. The remaining 31 were backward and ill-taught schools, especially in the lower primary standard. The Deputy Inspector has evidently relaxed his former discipline over the teachers, and, unless he shows more vigour, will be getting himself into trouble with his district committee.

Farukhabad.—" In this district the number of primary vernacular (boys') schools is 133, the same as last year. The final enrolment in these schools has decreased by 20, but the average daily attendance has increased from 3,423 to 3,562. The classification of the roll at the end of the year showed 1,019 boys in the upper division and 3,346 boys in the lower division. This is a better proportion between the numbers in the two divisions than is found in any other district. Of 334 boys that came up for the upper primary examination, 202 passed. For the lower primary examination there were 780 examinees, of whom 312 passed. The standard of arithmetic in all the schools of this district is a little short of the prescribed mark, but in other respects the tuition is satisfactorily complete. I examined 78 of these primary schools, and marked 55 of them as passing a good examination and 13 others as passing a fair one. The remaining, 10 schools failed rather badly.

"Pandit Mul Chand's management of schools during his long career as a Deputy Inspector has been a continued success.

VERNACULAR PRIMARY SCHOOLS FOR GIRLS.

261. "The number of these in the Division is 52, of which 35 are Government schools with 798 girls and 17 are aided schools with 601 girls. The Government schools are regularly visited and examined by the Deputy Inspectors, but their accounts of these examinations do not indicate that the schools make any progress. In their returns, however, I find 54 girls standing in an upper division, which means that these 54 girls can read and write a little and can add and subtract in money and weights. Perhaps a dozen of them could read a passage from a book unread before and do an easy rule-of-three sum. The 744 girls standing in the lower division are in great part the veriest beginners in education, tracing the alphabet only. Some 100 of them can spell out a few lines from their reading primer and copy with difficulty from the same, and add and subtract simple numbers. Examined by the simple tests here indicated four girls out of 13 examined are said to have passed the upper primary examination and 80 girls out of 126 the lower primary examination. Not one girl in ten who get into the upper division stays long enough to get through it. The great majority of the girls indeed leave from the lower division

and straightway proceed to forget the little they ever learnt. I cannot say that I think these girls' schools are of much use, except perhaps to the teachers employed, many of whom, half of whom certainly, practically draw their pay as a pension.

"The 17 aided vernacular girls' schools are three schools in the Mainpuri district known as the Raja of Kuraoli's schools, getting a grant between them of Rs. 108 a year, but very unprogressive schools; four pardah-nashin schools in and about the Agra city which are under Missionary ladies connected with the Katra mission school already noticed; the Rakha mission girls' school, Fatehgarh, and seven village schools connected therewith, and the Girls' Orphanages of Sikandra and St. Joseph's, Agra. The Rakha mission girls' school for orphans and for day scholars coming from the Native Christian Settlement of Rakha gets a grant of only Rs. 13 a month. It is under the management of the Revd. Mr. Woodside and Miss Woodside. I examined the school in February last and found 56 girls present out of 60 enrolled. The school is divided into seven classes in various stages of elementary instruction. The head class consisted of eleven girls who were presented to pass in the lower primary standard. I passed eight of them, whose reading and writing of Hindi and Urdu, the Roman character being used for writing, were far in advance of the standard named, but whose arithmetic was rather imperfect, not going beyond the simple rules and easy mental questions in compound addition. The rest of the classes all did pretty well, the reading of the children being noticeably good. The seven village schools connected with the Mission are occasionally visited by the Deputy Inspector, but like all village girls' schools they are irregularly attended and poorly taught.

Sikandra Girls' Orphanage.—"There were 191 girls in this institution on the 31st March last, of whom 16 were in the upper division and 175 in the lower. The education given is of a simple kind, but the tuition is efficient, and the health and behaviour of the children are carefully supervised. Twelve girls, six of whom have since gone to the Mission Normal School at Benares and six got married, passed the upper primary examination (a lenient standard in arithmetic being taken), out of 14 presented, and five girls out of eight presented passed the lower primary examination. The institution is rather far off from Agra for a drive in the hot weather, but in the cold season the European ladies of the station frequently visit it.

St Joseph's Girls' Orphanage.—"This is one of the Catholic institutions of Agra. I visited it in October last, and found 162 girl inmates, chiefly famine orphans. There were 19 girls at the top of the school who had just begun English, but the general instruction was purely vernacular. The majority of the children have been too short a time in charge of the Mission to have learnt much, but some 25 girls at the top of the school are able to read and write Hindi or Urdu and to do the simple rules of arithmetic. The children all looked healthy and clean, and they all behaved well in class. They are evidently well cared for by the religious ladies who have them in charge. Much of the time of the girls who are above infancy is spent in industrial work with the needle in knitting stockings and in making artificial flowers, that by the sale of the articles they may contribute to their own maintenance. The institution gets a grant of Rs. 100 a month, which is well bestowed."

ROHILKHAND DIVISION.

262. The Inspector reports as follows:—

"The schools which afford primary instruction in English are the lower divisions of high and middle schools, Government, municipal, and aided, a few primary municipal schools, one elementary mission school for boys and two of the same kind for girls. Those which give instruction in the vernaculars only are the lower sections of middle vernacular schools, primary village schools, free schools, and Government aided and municipal girls' schools.

(1) PRIMARY ENGLISH SCHOOLS.

263. *Government Primary Schools, English.*—"I am able to record a further increase in the attendance of these schools, which are the lower divisions of the four zila schools, the aggregate roll being 454 against 348 last year. All the schools have contributed towards this increase. The results of the two primary examinations show a slight falling off, 52 boys having passed by the higher and 53 by the lower test, as against 60 and 66 respectively in the previous year. This decline is not, however, to be attributed to any deterioration in the quality of the teaching or of the material on which the teachers have had to work. The cause is rather satisfactory than otherwise. As already stated in my remarks on middle schools, headmasters knowing the importance of having only well-grounded boys in their middle sections, have exercised greater strictness than before in making promotions from a lower to a higher division, and while not making the test too severe, have taken care only to advance those boys who passed well in *all* subjects.

"I give below a few details regarding each of these primary schools:—

Moradabad.—"The roll-number has risen from 100 to 129. The results of the annual examinations were very fair, 18 out of 36 examinees passing by the upper, and 19 out of 41 by the lower, test. No boy was considered as having passed who did not gain 40 per cent. of marks in each subject and 50 per cent. on the aggregate. Referring to his lower classes, Mr. Bonnaud writes:—'The 7th class has no fewer than 46 boys, and the 8th and 9th classes contain respectively 33 and 32 boys. I have

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applied for an additional teacher, to be paid out of the fee-income, and will be thankful for such an addition to the staff.' I may add that the fee-income of this primary school has risen from Rs. 391 to Rs. 522 per annum. It is gratifying to note that the percentage of Muhammadan pupils to Hindus has risen from 18 to 26.

Shâhjahânpur.—"The roll shows an increase of 33 pupils, the number being 116, against 83 last year. The upper and lower primary examinations were passed by 11 and 15 boys respectively, as against 11 and 12 last year. Some of the lower classes are very full, the 10th or nursery class containing 50 boys necessarily divided into several sections. As at Moradabad, an additional teacher has been applied for, to be paid out of the fee-income, which has risen from Rs. 243 to Rs. 450 per annum. The school is now more flourishing than at any previous period of its existence.

Budaun.—"There are 107 on the roll, against 77 last year. The higher test was passed by 15 and the lower by 13 boys, the numbers for last year being nearly the same. The fee-income has risen from Rs. 212 to Rs. 307. There is undoubtedly an increasing desire for English instruction in Budaun among Muhammadans, the number of Musalmans now borne on the roll of this school being 47.

Bijnor.—"The roll number has risen from 88 to 102. Any further increase is scarcely desirable without a corresponding addition to the strength of the teaching staff. Only eight boys passed by the upper and six by the lower test. The results would have been more favourable but for the prevalence of fever during the months of September and October. Nearly 50 per cent. of the pupils are Muhammadans.

264. *Boarding-houses.*—"Each high and middle English school has a boarding-house attached to it, and all the houses are more or less full. At *Moradabad* there are 21 boarders, or precisely as many as last year, only five of whom are stipendiaries. The house can accommodate 30, but the headmaster reports that there are very few outstation boys in his school. The *Shâhjahânpur* boarding-house has 18 inmates, 12 of whom draw halkabandi scholarships. At *Budaun* the number of boarders has risen from 19 to 23—13 being stipendiaries. The *Bijnor* house is crowded, there being 34 boarders, only 9 of whom are scholarship-holders. Among the boarders are 5 Government wards. The demand for increased accommodation is urgent, and the headmaster has submitted an application to the Collector for an extension of the building.

PRIMARY MUNICIPAL SCHOOLS, ENGLISH.

265. "These are the lower sections of the Pilibhît school, the Amroha school in the Moradabad district, the Saheswan school in Budaun, and the two Inglis memorial schools in Bareilly. The first three are maintained entirely from municipal funds. The last two receive a monthly grant of Rs. 120 (now reduced to Rs. 115) from provincial funds. The *Pilibhît* school has a roll of 51 boys. I found the classes backward in arithmetic. Six boys passed the upper and five the lower primary examination. The *Amroha* school has a roll of 70 pupils. The headmaster had been attempting to teach beyond the primary standard in order to please the parents of some of his pupils. As he has no assistant English teacher, I advised him, instead of trying to raise the status of his school, to direct his efforts towards making the primary instruction thorough. Only one out of three examinees passed the upper, and six out of 11 the lower, test. At *Sahaswan* the roll number is 34, and the average attendance 27. The bulk of the attendance is in the 9th or lowest class. One boy passed in the upper and two in the lower standard. The boy who passed in the upper standard last year was awarded a scholarship by the municipality and has joined the Budaun zila school. The *Bareilly* schools are regarded as branches of the high school, half-yearly examinations of all the classes being held by the headmaster of that school and his subordinates. I found 127 boys on the roll of the western, 91 on that of the eastern school: the average attendance of the former having been 93, and of the latter 71. The upper test was passed by 24 boys and the lower by the same number.

Aided Mission Schools (English).

266. "These are the lowers ections of the Moradabad and Shâhjahânpur mission schools and the primary school of Sambhal for boys, and for girls the Bareilly Orphanage (lower division) and the Moradabad Christian girls' boarding school.

Boys' Schools.

(*a*) *Moradabad.*—"The school shows an increase on the roll of 14 pupils, the number being 129 against 115 last year, and the average attendance had also improved. The scheme of studies had been revised and the standard raised so as to satisfy the requirements of the primary examination rules, and promotions had been made with more discretion than formerly. Only one boy passed the upper and two the lower test. These results are of course very poor, but the headmaster had acted rightly in insisting on proficiency in every subject.

Shâhjahânpur.—"The orphanage had a roll of 148 pupils. Eight boys passed the upper and 10 the lower test. I examined the boys who were said to have passed, and found no reason to interfere with the headmaster's selections. The industrial school is flourishing and there is a good demand for the work turned out, especially in the shoe-making and the carpentering departments. A number of the orphans have been transferred to Cawnpore, where they are employed in one or other of the mills.

Sambhal.—"The school had fallen off, its roll-number when I saw it being less by 10 than in the previous year, 17 against 27. No boys were present in the highest class

corresponding to the 6th of a Government school, and consequently no examination could be held. The 7th class had not worked up to the lower primary standard. Altogether the school was not in a satisfactory state, but a new teacher has been appointed who will, I trust, effect some improvement.

267. (*b*) *Girls' Schools.*—"The lower division of the *Bareilly Orphanage* has a roll of 239 girls, 28 of whom are in the upper division. The upper and lower primary tests were passed by 9 and 35 girls respectively. The supervision is excellent and the discipline good.

"The roll of the *Moradabad girls' boarding school* shows an increase of nine pupils, there being now 103 as against 94 last year. Fees are levied in proportion to the means of the parents, who are Christians residing in various parts of the district. The status of the school is at present that of a lower primary one; but Mr Parkes hopes to raise it, and has drawn up a scheme of studies with a view to that object. As far as reading, writing, and geography are concerned, several girls have already attained the upper standard. It is only in arithmetic they are deficient. The girls of the highest class read English fairly and intelligently; some wrote well to dictation, but only two out of six were up to the mark in arithmetic. In geography the class evinced a fair knowledge of the map of Asia. The Urdu reading in the upper classes was good; copy-writing fair. As stated last year the girls learn cookery, sewing, spinning, and weaving, so that they are thoroughly trained for the positions they are likely to fill in after life.

(2) PRIMARY VERNACULAR SCHOOLS.

268. *Government Schools, Tahsíli and Halkabandi.*—"The following statement shows the number of these schools in each district and their attendance as compared with last year Municipal free schools are not included in the statement:—

District.	1881-82.		1880-81.	
	Number of schools.	Roll.	Number of schools.	Roll.
Bijnor	106	3,501	106	3,464
Moradabad	121	3,629	122	3,715
Budaun	109	3,291	109	3,783
Bareilly	115	3,495	115	3,896
Sháhjahánpur	109	3,245	111	3,276
Pilibhit	54	1,968	46	1,795
Total ...	614	19,529	609	19,929

"The number of schools is greater by 5, and the number of scholars less by 400 than last year. Pilibhít is the only district that shows an increase both of schools and scholars; Bijnor, with the same number of schools, has 37 more scholars; Bareilly shows little or no fluctuation; Moradabad and Sháhjahánpur show a slight, and Budaun a considerable decrease in scholars. As regards the last-named district, I find on referring to the Deputy Inspector's report that he had to strike off the rolls of the 7th or lowest class the names of a large number of boys who he found never attended the schools more than two or three days in the month

"Of the 614 schools now existing 33 are the lower divisions of middle town schools, 38 those of middle village schools, and 543 are purely primary schools. Of these last 367 are upper and 138 lower primary ones. This leaves 38 schools which have not yet attained the lower standard.

269. *Primary Examinations.*—"Hitherto these examinations have been conducted by the Deputy Inspectors, each examining the schools of and submitting the results for his own district. I have never felt quite satisfied with this system, and in order to ensure some uniformity in the standard of examination, and thus to be able to form a correct judgment as to the relative standing of the various districts, I determined this year, instead of calling up all the classes of a few schools here and there, to take up the 3rd and 5th classes of as many schools in the Division as possible. Of the 576 schools which have classes higher than the 6th I saw 523, leaving 53 to be examined by the Deputy Inspectors. The 3rd class of every school was examined in reading, dictation, geography or history, and arithmetic as far as the rule-of-three or vulgar fractions; the 5th in reading, dictation, and the compound rules of arithmetic. No boy was entered as 'passed' who did not pass in every subject. The results are shown in the margin: comparing them with those of last year, I find that while the number of boys passed by the upper test has decreased by 184, that of those who have passed by the lower has increased by 501.

	No. PASSED.	
	U. P. standard.	*L. P. standard.*
Bijnor ...	149	435
Moradabad ...	100	364
Budaun ...	138	242
Bareilly ...	95	261
Sháhjahánpur...	63	314
Pilibhít ...	47	150
Total ...	592	1,766

"The percentages of passed boys to examinees are for Pilibhít 80, for Bijnor 77, Sháhjahánpur 66, Moradabad and Bareilly 61, and Budaun 60. Marked improve-

PRIMARY INSTRUCTION.

ment is shown in the Sháhjahánpur and Pilibhít schools, which were reported on last year as being miserably deficient in arithmetic and geography, and their progress is undoubtedly due to the careful and judicious supervision of Deputy Inspectors Ishri Parshad and Karamat Ali. The Bijnor schools are as usual in a very satisfactory state. The Moradabad schools did very fairly, except those in the Bilari tahsil. In Bareilly the results are generally satisfactory, and would probably have been better but for the sickness that prevailed in the district during the autumn. In Budaun there are a number of schools which have not yet attained the upper standard, but most of them have a 4th class, and will no doubt present boys for examination next year.

270. *Free Schools.*—"The number of these schools has risen from 14 to 16 and that of scholars from 651 to 714. Of the 16 schools seven are in Moradabad, seven in Sháhjahánpur, and two in Budaun. The lower primary test was passed by 43 boys, as against 34 last year.

271. *Aided Schools.*—"These are the lower sections of the Sherkot school in the Bijnor district, branch, Hasanpur and Sambhal mission schools in Moradabad, the Fatehganj Mission school in Bareilly and the Khera Bajhera school in Sháhjahánpur.

Bijnor.—"The Sherkot school had a roll of 109 boys when I saw it in March. The upper and lower tests were passed by four and nine boys respectively. The building was very crowded, but the Collector has taken measures to provide increased accommodation. The school fulfils all the conditions of the grant.

Moradabad.—"The branch school is the vernacular department attached to the Mission middle school. It has a roll of 128 pupils, 44 reading Urdu and 84 Hindi. The average attendance is about 109. The lower standard had not been worked up to in either section, but the classification had improved and Mr. Parkes has recently revised the scheme of studies; and I trust another year may produce better results. The *Hasanpur* school has a roll of 60, and the state of instruction is satisfactory. Two out of three passed in the higher, and five out of seven, in the lower standard. This is the best Mission vernacular school in Rohilkhand, and I have recommended a slight increase in the grant.

The "*Sambhal* school is a branch of the Mission English school. There are 49 pupils on the roll. Three boys presented themselves for examination, but all failed in arithmetic.

Bareilly.—"The only aided school in this district is that of Fatehganj. The Government grant was raised last year from Rs. 3 to Rs. 5. The average attendance was not up to the mark, but there had been a great deal of sickness in the village, and when I visited the school a great many boys were suffering from fever. The teaching has improved. Two boys passed the upper, none the lower examination.

Sháhjahánpur.—"The Urdu and Hindi sections of the Khera Bajhera school contain respectively 18 and 32 pupils. There is also a branch school in the village for children of the Chamar caste, in which there are 25 boys and girls. The Hindi section had not worked up to the lower standard. In the Urdu section one passed the upper test. No boys passed the lower, arithmetic being the weak point.

272. *Girls' Schools.*—"These are Government (provincial and local), municipal and aided schools.

(*a*) *Government Schools.*—"There are 15 of these schools with an aggregate roll of 363 pupils. Of the 15 schools, three are maintained from provincial funds—*viz.*, the Pilibhít school and the Chitri and Gunnaur schools in Budaun—and 12 from local funds. The Pilibhít school has an average attendance of 50 pupils. The results of my examination were not so satisfactory as those of last year, but this was partly due to sickness and partly to the fact of the examination being held earlier than usual. At Chitri there were three girls who had attained the lower standard. The Gunnaur school was in a fairly satisfactory state. Of the 12 halkabandi schools three are in Bijnor, six in Moradabad, two in Budaun, and one in Bareilly.

273. (*b*) *Municipal Schools.*—"The only schools under this head are five aided municipal schools in Budaun, three municipal ones in Moradabad, and the Chandpur school in the Bijnor district. The latter was only opened at the beginning of 1881 and had not made much progress. The Budaun schools have nearly 100 girls on the roll, three-fourths of them being Muhammadans. All are doing good work. In all there are 24 schools, provincial, local, and municipal, with a roll of 541 pupils, as against 25 with a roll of 556. The lower primary standard was passed by 21 girls.

274. (*c*) *Aided schools.*—"These are the Christian girls' boarding schools of Bijnor and Budaun, and 55 other mission schools, *viz.*, five in Bijnor, 16 in Moradabad, five in Bareilly, 16 in Budaun, and 13 in Shahjahánpur. The Khera Bajhera Mission schools had improved, but no attempt is made to teach anything beyond reading and writing.

"The boarding school of Budaun has 60 girls on the roll—all Christians. The school aims at nothing beyond giving a sound elementary education to the girls, who are the daughters of Native Christians residing in various parts of the district. One girl passed the test. A similar school at Bijnor now receives a grant. I found 49 girls in it, 37 of whom were boarders. The reading and writing were fair, but the standard attained in arithmetic was low, the highest class not having advanced

beyond simple multiplication. The mission schools for Hindu and Muhammadan girls are not open to male inspection."

ALLAHABAD DIVISION.

275 The Inspector reports as follows :—

"Of the halkabandi primary schools of the Division, those of the Allahabad district show by far the greatest progress and improvement. Out of 93 schools examined 27 were found in a satisfactory condition, which is a much higher proportion than that of the previous year. Of 1,138 boys examined (exclusive of the primary classes of the provincial funds' schools), 819, or 72 per cent., obtained pass marks. The latter figures also show an increase on the results of the year preceding These improved results are the natural consequence of the attention which is now given in this district by the local committee to vernacular education, and of the honest and energetic manner in which its orders are executed by the Deputy and Sub-Deputy Inspectors.

276. "It is much to be regretted that in the adjoining district of Fatehpur no similar improvement is traceable. On the contrary, the condition of the primary schools in Fatehpur is even worse than the disgraceful state in which they have before been reported. During the month of November every school in the district was visited, the Secretary of the Education Committee taking all those in the tahsíl of Kora Jahanabad, while the Inspector examined the schools in the remaining five tahsíls. Out of the whole number of 96, but 6 halkabandi primary schools could be found which could by any leniency be considered as satisfactorily efficient, while of the total number of pupils examined (847), only 303 succeeded in obtaining pass marks. Most of the teachers are of the poorest and most inefficient kind, and the few really efficient men whom the committee, by the offer of higher rates of pay, succeeded in attracting to the district, have soon left again on the plea of ill-health or some other similarly unreal reason. As in previous reports it has been stated, Fatehpur has been among the most unfortunate districts, with reference to its local Inspectors. It is to be hoped that the changes of those officers which have been or are to be effected may result in a considerable lessening of the lamentable state in which so many of the Fatehpur schools have now for long continued.

277. "The state of the primary schools in the Cawnpore district is about the same as that in which they were last reported. Forty-seven of the 141 schools inspected were found satisfactory and efficient, while of 1,563 boys examined 704 obtained pass marks. It is probable that the somewhat stationary character of these schools during the past year has been mainly due to the Deputy Inspectors having devoted more interest and attention to middle-class schools (provincial and local) in which classes were preparing for the annual departmental examination. Arrangements have been made for the discouraging, in future, of such extra attention, to the detriment of the great body of the schools of the lower order.

278. "In Hamírpur the primary schools show a falling off in instruction as compared with the year last under review. Of the schools visited, only one-fourth could be registered as being up to the requisite standard, and 36 *per cent.* only of the examinees got through. The Deputy Inspector was absent on leave for a considerable portion of the year, and between his departure and the arrival in the district of an officiating successor two months elapsed, during which time the schools were of necessity left to the charge of the Sub-Deputy Inspector, whose duties were performed in a most unsatisfactory manner. Under the acting appointment of Pandit Matthura Datt a deal of important work was carried out, and new arrangements were made, which, in the current year, are likely to yield greatly improved results.

279. "An improvement was found in the condition of the Bánda primary schools. The proportion of schools in a satisfactory condition was nearly double that of the previous year. The standard, however, of instruction in Bánda, notwithstanding continued care and interest on the part of the local officers, is, and must be for some time yet, considerably lower than in other parts of the division. It has been suggested that we might be content to raise the Bánda primary schools generally up to the standard of the 5th class only. It is, however, quite within the bounds of practicability, now that the normal school will continue to return annually a much larger number of competent teachers, to attain, in many of the schools, to the requirements of the standard of the 4th class, and this is quite as much as may be expected until the Bánda district be much more forward than it is now.

280. "In Jaunpur the Deputy Inspector has been much more active, and the proportion of good schools is much larger than it was. The Secretary of the local committee also takes a very active part in the inspection and examination of the vernacular schools; while the President of the committee continues to take great interest in the education of the district and to direct all local measures for its improvement."

BENARES DIVISION.

281. The following remarks are taken from the Inspector's report :—

Benares.—There are 90 halkabandi schools in the district, and I examined 74. I find all of them have been inspected by both Deputy and Sub-Deputy Inspectors

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during the year, and most of them have shown satisfactory results. A large number of them have improved in arithmetic, spelling, and handwriting, and several of them have completed their classification. I am satisfied with the work of the year under review and look hopefully to the future for better results.

282. *Azamgarh.*—"I examined 88 primary schools and found 17 had improved, 31 were stationary and 40 had declined and were in an unsatisfactory state."

Basti.—"I examined 27 primary schools and divided into three divisions; first those with classes complete from the 3rd class to the 7th. I examined 10 schools with classes complete and found two efficient and eight inefficient, and in the progress statement there were four improved, two stationary, and four declined. Of those schools with the 4th class as the highest I examined 13, and the classification being incomplete, wanting its highest class, they are all considered inefficient. In the progress statement I have one improved, two stationary, and 10 declined. I examined only four lower primary schools—that is, schools with the 5th class as the highest, and found them all in an unsatisfactory state.

283. *Gorakhpur.*—"I examined 41 primary schools; 31 of them had their classes complete from the 3rd class to the 7th and 10 schools with the 4th class as the highest. I consider nine efficient and 32 inefficient, and under the head of progress I have placed 13 as having improved, 17 stationary, and 11 declined. Last year I examined a larger number of schools, but, owing to sickness during the latter months of the year, the Deputy Inspector thought it best not to bring schools from any great distance. However, I have seen a number sufficiently large to enable me to judge of the state of popular education in the district. This has been a year of great trial, and I think that the village schools have done on the whole fairly.

284 *Ballia.*—"Last year I examined 25 primary schools and considered five efficient and 20 inefficient. This year I examined 34 and have placed six under the head of efficient and 28 inefficient; and in the statement of progress I have for 1880 nine improved, seven stationary, and nine declined, and for 1881 nine improved, eight stationary, and 17 declined. The large number coming under the head of declined the Deputy Inspector attributes to the prevalence of fever ever since September. The increase of attendance as shown by the registers is very satisfactory.

285. *Gházipur.*—"I invite your attention to the primary schools of the district examined by me. There were 29 primary schools which had their classes complete from the 3rd to the 7th, and I considered nine of them to have improved, 15 were stationary, and five had declined. These results compared favourably with last year. There were 18 schools with classes from the 4th to the 7th, and I placed five under the head of improved, 11 stationary, and two declined. Of the lower primary—that is, schools with the 5th as the highest class—I examined only two; one was stationary and the other declined.

286 *Mirzapur.*—"I examined a large number of primary schools, and find that all of them have been inspected by the Deputy and Sub-Deputy Inspectors, and a fair number have shown a marked improvement in arithmetic, spelling, and handwriting. The progress of popular education for the year I consider satisfactory. The schools are steadily advancing, and with the removal of unqualified teachers, and the introduction of others who have been trained at the normal school, we may hopefully look for still better results.

MUNICIPAL SCHOOLS

287. *Municipal Schools.*—"I examined a fair number of these schools, and they are all working satisfactorily: "Azamgarh 2, Gházipur 1, Gorakhpur 4, Benares 7, Mirzapur 6."

JHÁNSI DIVISION.

288. The primary English schools are the lower sections of the zila schools, the municipal anglo-vernacular school at Kunch, and the unaided English classes attached to the Gursarai tahsíli school. The Inspector reports as follows on these and the primary vernacular schools of the Division:—

"The total enrolment on 31st March, in both the upper and primary sub-divisions taken together, was 231, against 244 on the same date in the past year, or 13 less, with a corresponding decrease of 11 in the number present at my visit, and of five in that passed in the upper and lower primary examinations, *viz*, one in the former and four in the latter.

"The *Kalpi* classes were in general in a fair condition. The 7th and 8th classes were very deficient in English, but otherwise the results were on the whole fair and an improvement on those of the past year.

"In *Jhánsi* some three out of six boys of class 6 were fair, except in Persian and Urdu, in which the class as a whole did badly. Class 7 was very backward in every respect, but class 8 very fair, except in arthmetic, and 9, or the last class, generally fair. In general the vernaculars had been very badly and carelessly taught, arithmetic very irregularly and unsystematically, and English improperly and perfunctorily: and the teachers have been seriously warned to mend matters.

"In *Lalitpur* the primary classes were in a very unsatisfactory and unhealthy condition, and the result of my examination of them betrayed clear and convincing

proofs of their having been very badly and carelessly taught by the teachers in charge, to whom a serious warning has been conveyed. Moreover, the long-felt want of a second Hindi teacher has at last been supplied, and it is hoped things will ere long be set to rights.

289. *Municipal Anglo-Vernacular School, Kunch.*—'The result of my examination was on the whole, and considering all the circumstances, fair. In English, class 6 was indifferent, one of the two boys present (the Kukargaon ward) being very promising, but the other bad, though a very old student Class 7 did very fairly on the whole, and 9 of mere beginners, fairly. In mathematics and history and geography, the results were again very bad, but in the vernaculars fair in general.

290. *Unaided English Classes, Gursarai.*—"The result of the examination was very satisfactory and creditable to the teacher, Pandit Murlidhar, an ex-student of St. John's College, Agra. All classes acquitted themselves well in their class books. Their pronunciation was remarkably good and far superior to that of the generality of boys in our zila schools, and they knew and understood the meaning of what they had read very well. Their only weak point was dictation and writing, in which they were not at all well practised.

PRIMARY SCHOOLS VERNACULAR).

291. "The total number of schools of this class is the same as it was in the year preceding, *viz*, 163 Government and eight unaided, or 171 in all; the re-opening of the two municipal free schools at Mau Ranipur in Jhánsi being a set-off against the abolition of the only girls' school in Lalitpur and the discontinuance of a separate vernacular department in connexion with the zila school there. The total number of pupils enrolled on 31st March was 4,774—namely, 4,597 in Government and 177 in unaided schools under regular inspection, against 4,679, *viz.*, 4,486 in Government and 193 in unaided schools, on the corresponding date in the past year, or 95 more.

"Out of a total roll attendance of 4,519 pupils at Government and 177 at unaided schools, *i.e.*, 4,696 in all, 3,851 and 126 respectively, or altogether 3,977—that is, 84·69 per cent. of the roll—appeared at the examination, against 3,716, or 82·16 per cent. out of a roll of 4,523 for the past year: thus showing an increase of 173 in the registered attendance and of 261 in the number examined.

"The total number of passed pupils from all the schools in all classes is 1,637, or 34·86 per cent. of the roll, *viz.*, 1,597, or 35·34 per cent., from Government, and 40, or 22·60 per cent., from unaided schools, against 1,571, or 34·73 per cent. of the roll, for the past year—namely, 1,542, or 35·42 per cent., from Government, and 29, or 17·06 per cent., from unaided schools: that is, altogether 66 more.

"The number passed in the upper and lower primary examinations is 118 and 233 respectively from Government and one and six from unaided schools, against 131 and 224 from Government and none and four from unaided schools in the previous year—that is, 13 less in the upper and nine more in the lower primary from Government and one and two less from unaided schools.

"Again, out of the 163 Government schools 55 have improved, 53 are stationary, and 48 have fallen off, against 67 improved, 33 stationary, and 57 fallen off out of 161 schools for the past year; while three of the eight unaided schools have improved, two are stationary, and two have fallen off, as contrasted with two improved, one stationary, and four fallen off out of the seven for the year preceding.

"Here again, Jalaun has done best in all respects, Jhánsi badly, and Lalitpur fairly.

292. "The uselessly expensive Government girls' schools in Lalitpur and Jhánsi have at last been abolished—the former in January and the latter at the close of March. Of the other two schools of this kind which remain—*viz.*, the one Government and one municipal—in Jalaun and Lalitpur, the former (the only school in the whole Division which remained unexamined by me) is reported by the Deputy Inspector to be doing fairly as usual, who has returned two and three girls as passed in the upper and lower primary examinations."

KUMAUN DIVISION.

293. 'The Inspector writes:—"There were altogether 178 primary schools for boys and five for girls, with an average attendance of 5,339 and 121 respectively The best attended schools in Kumaun were Khatikhan and Masi. In the former I found 100 boys present, and in the latter 110. There were three other schools where the numbers were between 80 and 90. In Garhwál one school had 68, the highest number attending any one school. In the Tarái I did not find more than 26 boys present in any of the primary schools. Two hundred and fourteen candidates passed the lower primary examination and 103 the upper. With the exception of a few badly-attended schools, all the (primary) institutions were generally doing well. The pandits often complain that the boys do not purchase books on account of their poverty. The aided schools of Naini Tal and Pithoragarh have been classified as primary.

Naini Tal.—'I found 29 boys present in the English and 41 in the Hindi department. The school seems to have made some progress since my last visit. But

PRIMARY INSTRUCTION.

during the year, and most of them have shown satisfactory results. A large number of them have improved in arithmetic, spelling, and handwriting, and several of them have completed their classification. I am satisfied with the work of the year under review and look hopefully to the future for better results.

282. *Azamgarh.*—"I examined 88 primary schools and found 17 had improved, 31 were stationary and 40 had declined and were in an unsatisfactory state."

Basti.—"I examined 27 primary schools and divided into three divisions; first those with classes complete from the 3rd class to the 7th. I examined 10 schools with classes complete and found two efficient and eight inefficient, and in the progress statement there were four improved, two stationary, and four declined. Of those schools with the 4th class as the highest I examined 13, and the classification being incomplete, wanting its highest class, they are all considered inefficient. In the progress statement I have one improved, two stationary, and 10 declined. I examined only four lower primary schools—that is, schools with the 5th class as the highest, and found them all in an unsatisfactory state.

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MUNICIPAL SCHOOLS

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"In *Jhânsi* some three out of six boys of class 6 were fair, except in Persian and Urdu, in which the class as a whole did badly. Class 7 was very backward in every respect, but class 8 very fair, except in arthmetic, and 9, or the last class, generally fair. In general the vernaculars had been very badly and carelessly taught, arithmetic very irregularly and unsystematically, and English improperly and perfunctorily: and the teachers have been seriously warned to mend matters.

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proofs of their having been very badly and carelessly taught by the teachers in charge, to whom a serious warning has been conveyed. Moreover, the long-felt want of a second Hindi teacher has at last been supplied, and it is hoped things will ere long be set to rights.

289. *Municipal Anglo-Vernacular School, Kunch.*—'The result of my examination was on the whole, and considering all the circumstances, fair. In English, class 6 was indifferent, one of the two boys present (the Kukargaon ward) being very promising, but the other bad, though a very old student Class 7 did very fairly on the whole, and 9 of mere beginners, fairly. In mathematics and history and geography, the results were again very bad, but in the vernaculars fair in general.

290. *Unaided English Classes, Gursarai.*—"The result of the examination was very satisfactory and creditable to the teacher, Pandit Murlidhar, an ex-student of St. John's College, Agra. All classes acquitted themselves well in their class books. Their pronunciation was remarkably good and far superior to that of the generality of boys in our zila schools, and they knew and understood the meaning of what they had read very well. Their only weak point was dictation and writing, in which they were not at all well practised.

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291. "The total number of schools of this class is the same as it was in the year preceding, *viz*, 163 Government and eight unaided, or 171 in all; the re-opening of the two municipal free schools at Mau Ranipur in Jhánsi being a set-off against the abolition of the only girls' school in Lalitpur and the discontinuance of a separate vernacular department in connexion with the zila school there. The total number of pupils enrolled on 31st March was 4,774—namely, 4,597 in Government and 177 in unaided schools under regular inspection, against 4,679, *viz.*, 4,486 in Government and 193 in unaided schools, on the corresponding date in the past year, or 95 more.

"Out of a total roll attendance of 4,519 pupils at Government and 177 at unaided schools, *i.e*, 4,696 in all, 3,851 and 126 respectively, or altogether 3,977—that is, 84·69 per cent. of the roll—appeared at the examination, against 3,716, or 82·16 per cent. out of a roll of 4,523 for the past year: thus showing an increase of 173 in the registered attendance and of 261 in the number examined.

"The total number of passed pupils from all the schools in all classes is 1,637, or 34·86 per cent. of the roll, *viz.*, 1,597, or 35·34 per cent., from Government, and 40, or 22·60 per cent., from unaided schools, against 1,571, or 34·73 per cent. of the roll, for the past year—namely, 1,542, or 35·42 per cent., from Government, and 29, or 17·06 per cent., from unaided schools: that is, altogether 66 more.

"The number passed in the upper and lower primary examinations is 118 and 233 respectively from Government and one and six from unaided schools, against 131 and 224 from Government and none and four from unaided schools in the previous year—that is, 13 less in the upper and nine more in the lower primary from Government and one and two less from unaided schools.

"Again, out of the 163 Government schools 55 have improved, 53 are stationary, and 48 have fallen off, against 67 improved, 33 stationary, and 57 fallen off out of 161 schools for the past year; while three of the eight unaided schools have improved, two are stationary, and two have fallen off, as contrasted with two improved, one stationary, and four fallen off out of the seven for the year preceding.

"Here again, Jalaun has done best in all respects, Jhánsi badly, and Lalitpur fairly.

292. "The uselessly expensive Government girls' schools in Lalitpur and Jhánsi have at last been abolished—the former in January and the latter at the close of March. Of the other two schools of this kind which remain—*viz.*, the one Government and one municipal—in Jalaun and Lalitpur, the former (the only school in the whole Division which remained unexamined by me) is reported by the Deputy Inspector to be doing fairly as usual, who has returned two and three girls as passed in the upper and lower primary examinations."

KUMAUN DIVISION.

293. The Inspector writes:—"There were altogether 178 primary schools for boys and five for girls, with an average attendance of 5,339 and 121 respectively The best attended schools in Kumaun were Khatikhan and Masi. In the former I found 100 boys present, and in the latter 110. There were three other schools where the numbers were between 80 and 90. In Garhwál one school had 68, the highest number attending any one school. In the Tarái I did not find more than 26 boys present in any of the primary schools. Two hundred and fourteen candidates passed the lower primary examination and 103 the upper. With the exception of a few badly-attended schools, all the (primary) institutions were generally doing well. The pandits often complain that the boys do not purchase books on account of their poverty. The aided schools of Naini Tal and Pithoragarh have been classified as primary.

Naini Tal.—'I found 29 boys present in the English and 41 in the Hindi department. The school seems to have made some progress since my last visit. But

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I regret to say that the standard of education is yet far below that of the middle school. The fluctuating population of Naini Tal, as has often been remarked by me, is the chief, if not the sole, reason for this state of things. It is, however, satisfactory to find that the boys know what they have been taught.

Pithoragarh.—"I examined this school and some of its branches. The results showed that there had been considerable improvement on last year. The school is not regarded with favour by one or two orthodox Hindus of the place; but so long as it is properly managed, and the boys are taught reading, writing, arithmetic, geography, and so on, in addition to any religious books that may be taught to them, there is no reason whatever to interfere with the existing arrangements.

Girls' Schools.—"The four girls' schools of Garhwál are Melgaon, Kandara, Bainoli, and Julgarh. There is a slight decrease in attendance. The first three are stationary as regards instruction, but the last has improved. The leading girl of the Bainoli school, whose attainments have often been noticed in previous reports, and other advanced girls have left the school in consequence of their marriage. For this reason there is not much progress to record. The Pandits are trying their best to make up this deficiency by promoting younger girls to the upper classes. As all these schools are pretty nearly the same in point of tuition, they need not be reported on separately. Of the 111 girls examined by me in the four schools, seven were able to write to dictation a small sentence correctly, but only five of them could read fluently. They had begun history and the geography of India, besides reading a few pages of the geography of the district. Two girls worked a sum in rule-of-three."

OUDH DIVISION.

294. I give copious extracts from the Inspector's very full report on the primary schools of his Division: because these schools have been under his management during the year, and no reports on their condition will be due till next year from the recently constituted committees, to whose care their administration has now been entrusted.

"The *Government* schools (27 in number) are partly made up of the 11 primary sections to zila schools, all of which cannot but have a 5th class (upper primary), and the rest are branch schools, which are not allowed to teach beyond the 7th class (lower primary), and in point of fact are not able to do so. These last are strictly elementary schools maintained at very little cost, and a few of them, four in number, are still below the standard of the 7th class.

"In the lower primary examination the proportion of examinees to enrolment in class 7 and of passmen to examinees was 86 per cent. and 73 per cent. respectively; and in the upper primary examination (class 5) the corresponding figures were 88 and 64. These results are as good as could be wished. They illustrate the advantage of having lower schools and lower sections attached to middle and high schools, and, if possible, carried on in the same building, where they can receive the constant supervision of the headmaster.

"The *aided* schools (15 in number) are made up of eight primary sections to middle or high schools (including the Canning collegiate school) and seven separate schools chiefly situated in Lucknow, which are either branch schools or independent schools. In the lower primary examination (class 7) the proportion of examinees to enrolment and of passmen to examinees was 81 per cent. and 65 per cent. respectively: and in the upper primary (class 5) the corresponding figures were 85 per cent. and 59 per cent. These results are also very good.

"The three *unaided* schools are Akauna, Boundi, and Ganeshganj; but no statistics are forthcoming as to the number of students who passed the lower primary and upper primary examinations. The Ganeshganj school is probably too young to have reached even the former standard, and the Akauna and Boundi schools sent no returns.

PRIMARY SCHOOLS (ENGLISH) FOR GIRLS.

295. "There are no Government schools of this class, and what unaided ones there are (such as the Loretto Convent School) do not send returns to this office. The general statistics of aided schools are shown in the following statement:—

Status of schools.	*Primary schools (English), Girls.*							
	Number of schools.	*Enrolment on 31st March.*			Average daily attendance.	Fee receipts.	Total expenditure.	Cost per pupil to Government.
		Lower primary, classes 7, 6, 5.	Upper primary classes 4, 3.	Total.				
						Rs. a p.	Rs. a. p.	Rs. a. p.
Aided	5	356	112	468	332	2,154 7 5	10,282 15 11	12 12 5
Total ...	5	356	112	468	332	2,154 7 5	10,282 15 11	12 12 5

"Two of the five schools under reference are the primary sections to Lal Bagh and to La Martinière, and the three others are the Pannabpur School, Kheri (American Mission); the zanana mission agency, which is not a school at all, but an unclassified total of several students, young and old, living in different houses in different parts of Lucknow (Church Mission); and the Christian mixed school, chiefly consisting of girls in Lucknow (Church Mission).

296. "The results of the examination in the lower primary and upper primary standards are shown in the following statement:—

Status of schools.	*Lower primary examination*				*Upper primary examination.*			
	Number of schools possessing class 7.	Enrolment in class 7 at time of examination.	Number of students presented for examination.	Number who passed.	Number of schools possessing class 5.	Enrolment in class 5 at time of examination.	Number of students presented for examination.	Number who passed.
Aided	5	113	38	31	3	24	13	11
Total ...	5	113	38	31	3	24	13	11

"In the lower primary examination the proportion of passmen to examinees was 82 per cent, and in the upper primary 85 per cent. Only three schools out of the five had an upper primary class, and the number of students presented for examination in both standards was much too small.

PRIMARY SCHOOLS (VERNACULAR,) FOR BOYS.

297. "During the year under report there were altogether in this circle 1,218 vernacular primar yschools for boys, with total enrolment on 31st March of 45,899 students. The following statement shows the details:—

Primary Schools, Vernacular (Boys).

Status of schools.	Number of schools.	Enrolment on 31st March.			Average daily attendance.	Fee receipts.	Total expenditure.	Cost per pupil.
		Lower primary. Classes 7, 6, 5.	*Upper primary.* Classes 4, 3.	Total.				
						Rs. a. p.	Rs. a. p.	Rs. a. p.
GOVERNMENT. Village schools..	1,118	33,140	6,972	40,112	30,985	9,730 9 4	1,20,164 2 7	3 14 2
GOVERNMENT. Primary sections to middle schools.	56	3,185	1,013	4,198	3,348	2,327 4 7	24,897 3 11	7 7 0
GOVERNMENT. Primary town schools.	28	904	41	945	776	432 15 0	3,869 4 0	4 15 9
PRIVATE. Aided primary schools.	8	348	30	378	325	18 0 0	1,925 8 0	5 14 9
PRIVATE. Unaided primary schools.	8	245	21	266	205	26 13 9	1,062 3 6	5 2 11
Total ...	1,218	37,822	8,077	45,899	35,589	12,535 10 8	1,51,918 6 8	4 4 3

"Thus 1,202 schools were under Government management (1,118 in villages and the rest in towns, 56 being primary sections to middle schools and 28 being either independent or branch schools). Sixteen schools were under private management, eight aided and eight unaided. None of these are indigenous schools, and all but three are under the control of the American Mission. The average daily attendance per school was 29 students at Government institutions and 33 at private ones. The average amount of fee receipts per school throughout the year was Rs. 10 at Government institutions and Rs. 3 at private ones. The average expenditure per school was Rs. 124 per annum at Government institutions and Rs. 187 at private ones. The average cost per pupil was Rs. 4½ at Government institutions, and Rs. 5¾ at private ones. These figures, if the statistics can be relied on, tell in favour of Government management.

298. "In the Lucknow district there were altogether 76 primary vernacular schools under Government control (65 in villages, seven in towns, and four being the primary sections to middle schools). At the time of the examination, out of these 76 schools 9 had only classes 7 and 6, and were therefore not able to send up any candidate, 67 had classes 7 to 5, 4 had classes 7 to 4, and 20 had classes 7 to 3, the full complement. In the 5th class (lower primary) the proportion of passmen to examinees was 58 per cent. in the 4th class (middle primary), 52 per

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cent. and in the 3rd class (upper primary) 42 per cent. This is a satisfactory result. By 'passmen' I mean those who pass in *all* subjects. The number of students who passed in *individual* subjects only, was 582, 294, and 253 in the three standards respectively. In the 5th class the number of absentees was 16 per cent., in the 4th class 23 per cent., and in the 3rd class 17 per cent.; average 19 per cent. These proportions show that the registers have been carefully and honestly kept, for an absence of 19 or 20 students per 100 is a small one for village or primary schools, and is only sufficient to cover the margin that must be allowed for detention by fever (which in 1881-82 was a good deal prevalent) and other unavoidable causes. Twenty schools or sections were examined last year by the Assistant Inspector and 25 by myself. The village schools in this district are now in better order than I have ever known them before. The curriculum is more strictly observed; the quality of the instruction has improved; and the attendance has not only increased, but is more truthfully registered. The supervision exercised by Munshi Ambika Prasad, the Deputy Inspector, has been careful and judicious, and the progress that has been gradually made since his incumbency commenced has been genuine and sound.

299. "In the Bara Banki district there were altogether 133 primary schools (124 in villages, two in towns, and seven being primary sections to middle schools). Out of all these, at the time of the centre examinations, 19 had no class so high as the 5th, 114 had classes 7 to 5, 59 had classes 7 to 4, and 30 had classes 7 to 3, the full complement. In the 5th class (lower primary) the proportion of passmen to examinees was 52 per cent., in the 4th (middle primary) 41 per cent., and in the 3rd (upper primary) 33 per cent; while the number who passed in individual subjects in these three standards was 1,096, 537, and 301 respectively. The number of absentees from the 5th class was 25 per cent., from the 4th class 38 per cent., and from the 3rd class 39 per cent. The large proportion of absentees to the alleged enrolment may be partially ascribed to the prevalence of the autumnal fever at the time of the centre examinations; but I still think that if the registers of attendance and enrolment had been more honestly or at least more carefully kept by the teachers, the proportion of absentees would have been smaller. Teachers are perpetually exposed to the temptation of keeping names on the rolls after the students to whom they belong have practically ceased to attend. And this practice is usually followed by another, the tendency to show up statistics of attendance, which (whether true or false) shall not be more than 20 per cent. below those of the alleged enrolment. The Bara Banki district is rather a heavy charge for one man unassisted by a Sub-Deputy Inspector; and it proved to be too onerous for the health of the late Deputy Inspector, Munshi Bishambhar Dayal, who died of consumption in July, 1881, after a long and careful service in the Department. At the present time the district is in the hands of Abdul Jalil Khan, who was transferred from Sultanpur to Bara Banki in January, 1882. Thirty-seven schools were examined by the Assistant Inspector in the year under report and 14 by myself. The state of the district is not above moderate, and the number of schools possessing the full complement of classes is small in proportion to the whole.

300. "In the Unao district there were altogether 119 schools (110 in villages, one in a town, and eight being primary sections to middle schools). Out of these 119 schools 26 had no class so high as the 5th, 93 had classes 7 to 5, 53 had classes 7 to 4, and 29 had classes 7 to 3. The number of schools possessing a third or highest class is much smaller than it should be, and the number of schools not possessing even a 5th class is a great deal too large. In the 5th class (lower primary) the proportion of passmen to examinees was 48 per cent., in the 4th (middle primary) it was only 12 per cent., and in the 3rd class (upper primary) it was 40 per cent.; while the number who passed in individual subjects in the three standards was 873, 361, and 399 respectively. The proportion of examinees to enrolment in the 5th class was 73 per cent., in the 4th class 73 per cent., and in the 3rd class 70 per cent. These proportions are not unsatisfactory, for in the months preceding Christmas fever was unusually prevalent in the Unao district, as I have already had to report respecting the zila school. Sixty primary schools or sections were examined by the Assistant Inspector, Munshi Durga Prasad, and 35, by myself, in the year under report."

SITAPUR DIVISION.

301. "In the Sitapur district there were altogether 117 schools (111 being village schools, and six primary sections to middle schools). Out of this total, 19 schools had no class as high as the 5th, 98 had classes 7 to 5, 86 had classes 7 to 4, and 86 had classes 7 to 3. Thus the proportion of schools which had a highest class was 74 per cent.—a proportion which contrasts very favourably with those of the Bara Banki and Unao districts, which were only 23 and 24 per cent. respectively. In the 5th class (lower primary) the proportion of passmen to examinees was 36 per cent., in the 4th class (middle primary) 39 per cent, and in the 3rd (upper primary) 21 per cent.; while the number who passed in individual subjects was 591, 660, and 690 respectively. These results are on the whole satisfactory. The number of absentees from the 5th class was 42 per cent. of the enrolment, from the 4th class 43 per cent, and from the 3rd class 40 per cent. The Deputy Inspector in his

annual returns for 1881-82 has recorded 73 per cent. as the average daily attendance throughout the year in proportion to the average monthly enrolment. He has no doubt taken great pains, as he reports, to check the practice on the part of teachers of making fictitious entries in their school registers. But the number of absentees from the centre examinations (which, as we have shown, amounted to 40 or more) indicates an attendance of something less than 60 per cent., or if we make some allowance for the prevalence of fever at that time of about 65 per cent., for it is not likely that students would attend school more regularly on ordinary days than at the time of the centre-examination, when special trouble is taken to collect them.

302. "In the Hardoi district there were altogether 133 primary schools (113 in villages, 12 in towns, and eight being the primary sections to middle schools). Nineteen schools had no class so high as the 5th. 114 schools had a 5th class, 76 had a 4th class, and 21 a 3rd or highest class. The classification therefore is far from satisfactory. If from the 21 schools possessing a highest class we deduct the 8 which are primary sections to middle schools, and which therefore necessarily have this class, this leaves only 13 village schools out of 113 (that is, about one in every ten) which are teaching up to the full standard of the village school course. In the 5th class the proportion of passmen to examinees was 54 per cent., in the 4th class 30 per cent., and in the 3rd class 11 per cent., while the number who passed in individual subjects was 1,395, 856, and 380 respectively. The results in the 5th and 4th classes are both good. In class 3 they are not as bad as they look, for although only 12 passed in *all* subjects, yet in the five separate subjects in which the students were examined, the number of passmen came, as we have seen, to 380. The proportion of examinees to enrolment was 83 per cent. in the 5th class, 67 per cent. in the 4th class, and 73 per cent. in the 3rd class. This would imply an average daily attendance throughout the year of 70 or 75 per cent. in proportion to enrolment. But in the annual returns of attendance and enrolment submitted by the Deputy Inspector on the 31st March, 1882, the percentage is shown as 82. The former figure is probably the most correct. Nineteen of these schools were examined by the Assistant Inspector last year and 29 by myself. The Deputy Inspector, Munshi Ram Prashad, has been unremitting in his labours, and the number of his inspections has, as usual, been very large. Improvement, however, is still needed in penmanship, and the fewness of schools possessing a 3rd or highest class shows that the district is still rather backward.

303. "In the Kheri district there were 73 schools (68 in villages, one in a town, and four being primary sections to middle schools). Five out of the total had no class so high as the 5th, 68 had a 5th class, 31 had a 4th class, and 10 had a 3rd class. Thus deducting the four primary sections, there were only six village schools in the district which had a 3rd or highest class, or about one in every ten—a result which shows that the Kheri district is as backward as Hardoi in this respect. The proportion of passmen to examinees in the 5th class was 46 per cent., in the 4th class 33 per cent., and in the 3rd class 46 per cent.—a satisfactory result. The number who passed in individual subjects in the three standards was 662, 292, and 132 respectively. The proportion of examinees to enrolment in the 3rd class was 73 per cent, in the 4th class 72 per cent., and in the 3rd class 89 per cent. This indicates an average daily attendance of 70 or 75 per cent. in proportion to the enrolment, and this nearly agrees with the figure recorded by the Deputy Inspector in his annual report on the basis of the statistics communicated to him by his teachers. I examined 27 schools in this district last year. The Deputy Inspector, Maulvi Muhammad Sajjad, has performed his duties with care and diligence. The district is a difficult one to manage, owing to the size of area, rise of rivers, and fewness of roads."

FYZABAD DIVISION.

304. "In the Fyzabad district there were 82 schools (78 in villages, one in a town, and three primary sections to middle vernacular schools). Five of these had no class so high as the 5th, 73 had a 5th or lower primary class, 59 had a 4th or middle primary, and 47 (or more than half) had a 3rd or upper primary. The state of the classification is therefore very satisfactory. In the 5th class the proportion of passmen to examinees was 72 per cent., in the 4th class 50 per cent., and in the 3rd class also 50 per cent.; while the number who passed in individual subjects in each standard was proportionately high, as the above statement shows. This is a very good result. The proportion of examinees to enrolment in the 5th class was 72 per cent., in the 4th class 68 per cent., and in the 3rd class 78 per cent. This implies an average daily attendance in proportion to enrolment of about 70 per cent., which is the very figure recorded by the Deputy Inspector himself in his annual report on the basis of the statistics furnished by teachers; and hence it may reasonably be inferred that the habit of making false entries of attendance has been successfully repressed in this district. A large number of village schools were examined by the Assistant Inspector, who took a considerable part in the centre examinations. The state of the district as a whole is creditable to Pandit Jowala Prasada, the Deputy Inspector.

305. "In the Gonda district there were 106 schools (100 in villages, one in a town, and five being the primary sections to middle vernacular schools). Fourteen of

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the total had no class so high as the 5th, 92 had a 5th class, 71 had a 4th class, and 52 (or about half) had a 3rd or highest class. In the 5th class the proportion of passmen to examinees was 61 per cent., in the 4th class 46 per cent., and in the 3rd class 41 per cent., and the number who passed in individual subjects was equally satisfactory. The proportion of examinees to enrolment was 78 per cent. in the 5th class, 60 per cent. in the 4th class, and 74 per cent. in the 3rd class. The Deputy Inspector in his annual report records on the authority of his teachers (whose registers however are inspected by himself), an average daily attendance throughout the year of 79 per cent. in proportion to the average monthly enrolment; but this high figure is not confirmed by the number of students who could be collected by the same teachers for the centre examinations. Seventy per cent. probably represents the actual attendance, and this is, in my opinion, as much as can be usually expected in village schools. I examined 32 of these schools myself last year, and chiefly at the centre examinations. The result is on the whole creditable. Munshi Jugal Kishor has been the Deputy Inspector of the district in the past as in the preceding year

306. "In the Bahraich district there were altogether 77 schools (74 in villages and three being primary sections to middle schools). Sixteen schools had no class so high as the 5th, 61 had classes 7 to 5, 48 had classes 7 to 4, and 30 had classes 7 to 3. Two hundred and nine students (or 48 per cent. of the examinees) passed the lower primary standard, 136 (or 53 per cent. of the examinees) passed the middle primary, and 41 (or 29 per cent. of the examinees) passed the upper primary. These results are good. The proportion of examinees to enrolment in the 5th class was 76 per cent., in the 4th class 67 per cent., and in the 3rd class 73 per cent. These figures imply an average daily attendance throughout the year of about 70 per cent., which confirms the percentage recorded by the Deputy Inspector himself in his annual report from the statistics furnished to him by his own teachers. I examined 14 of these schools last year and saw no reason to modify the favourable verdict which I have expressed in preceding years as to the careful and judicious management exercised by Pandit Sheo Narayan Tiwari, the Deputy Inspector."

RAE BAREELI DIVISION.

307. "In the Rae Bareli district there were altogether 116 schools (111 in villages, three in towns, and three being primary sections to middle vernacular schools). All but three of these schools had a class as high as the 5th, and could therefore send up candidates for the lower primary examination; 90 had a class as high as the 4th, and 68 (or more than half the total) had a 3rd or highest class. This is an exceptionally good classification. 285 students (or 48 per cent. of the examinees) passed the lower primary standard, 114 students (or 34 per cent. of the examinees) passed the middle primary, and 50 students (or 23 per cent. of the examinees) passed the upper primary. In the case of the upper primary, though only 50 out of 220 passed in all subjects, yet in individual subjects the number of passmen was no less than 653, and hence the result was not really a bad one. The proportion of examinees to enrolment was 74 per cent. in class 5, 64 per cent. in class 4, and 67 per cent. in class 3. From this it may be inferred that the average daily attendance throughout the year was something under 70 per cent. I examined 15 schools myself in this district. The Deputy Inspector, Saiyad Raza Husain, has been careful and judicious in the discharge of his duties.

308. "In the Sultanpur district there were 92 schools, of which 90 were village schools and two were primary sections to middle schools. Ten out of this total had no class so high as the 5th, 82 had a 5th class, 62 had a 4th class, and 27 a 3rd class. One hundred and fifty-seven students (or 43 per cent. of the examinees) passed the lower primary standard; 58 students (or 27 per cent. of the examinees) passed the middle primary; and 30 students (or 33 per cent. of the examinees) passed the upper primary. These results are moderately good. In the 5th class the proportion of examinees to enrolment was 69 per cent., in the 4th class 62 per cent., and in the 3rd class 64 per cent. Considering that special care is taken to collect the students for the centre-examinations, it is not probable that the average daily attendance throughout the year, in proportion to the enrolment, could have much exceeded 65 per cent., even if we make some allowance for the prevalence of fever at the time of the centre examinations. But the Deputy Inspector, reckoning from the statistics furnished by his teachers, records a percentage of 76 in his annual report. There is reason, then, to fear that the teachers have not been making correct entries of attendance in their school registers; and the new Deputy Inspector, Maulvi Ebad-ul-lah, who took over charge of the district in January, 1882, must exert himself to repress this tendency.

309. "In the Partabgarh district there were 77 schools (74 in villages and 2 being primary sections to middle schools). All but 5 schools had a class as high as the 5th, 71 had a 5th class, 63 had a 4th class, and 48 (or more than half of the total) had a 3rd or highest class. The state of the classification is therefore good. Two hundred and fifty-one students (or 78 per cent. of the examinees) passed the lower primary standard; 189 (or 82 per cent. of the examinees) passed the middle primary; and 89 (or 54 per cent.) passed the upper primary. This is the

best result that I have yet been able to record. The proportion of examinees to enrolment in the 5th class was 62 per cent., in the 4th class 56 per cent., and in the 3rd class 57 per cent. The centre examinations in this district were, according to the orders first issued from this office (but afterwards modified), held in the months of November and December, while the autumnal fever was still very prevalent; whereas in other districts they were for the most part held later in January or February, according to the healthiness of the season: and hence in the Partabgarh district the proportion of examinees to enrolment was not as large as it might have been. Nevertheless, when all allowances have been made, I fear that the teachers have not been keeping their enrolment registers as accurately as they should do. The Assistant Inspector examined 21 of these schools, and I myself examined a few more. The Deputy Inspector, Mir Muhammad Husain, has taken leave to Europe, and at the present time Saiyad Ahmad Husain is acting in his place.

310. "As special pains were taken to examine *every* vernacular school in Oudh on one uniform plan, and as the educational results for classes 5, 4, and 3 have thus been exhaustively ascertained, I found it impossible to shorten my remarks respecting each district without impairing their value as a record of the year's work. The combined or general results of primary vernacular teaching for the whole of Oudh (so far at least as Government schools are concerned) are the following:—Out of a grand total of 1,202 schools or sections, 150 (or 12·5 per cent.) were beneath the examination stage—that is, they had no class so high as the 5th which they could send to the centre allotted to them. The only classes which such schools could boast of were the 7th or 7th *plus* the 6th. One thousand and forty-six schools (or 87·5 per cent. of the total) had a 5th or lower primary class which appeared for the examination, and out of 4,835 examinees 2,580 (or 53 per cent.) passed in all subjects, while the number who passed in individual subjects only was 10,963. Seven hundred and thirty-nine schools had a 4th or middle primary class, and out of 2,601 examinees 1,085 (or 42 per cent.) passed in all subjects, while the number who passed in individual subjects was 7,318. Four hundred and sixty-eight schools (or 39 per cent.) had a third or upper primary class, the highest in the village school course, and out of 1,572 examinees 533 (or 34 per cent.) passed in all subjects, while the number of passmen in individual subjects was 5,389. The centre examinations are partly carried out by the Assistant Inspector and myself in different districts, but chiefly by the Deputy Inspectors of Schools. These officers appear to me to be fully worthy of the responsible task thus placed in them (for in the province of Bengal the centre examinations of the aided indigenous patshalas are entrusted even to Sub-Deputy Inspectors, a class of officers of much lower standing than our own). The standard of difficulty observed in the different districts is as uniform as it can be made under the circumstances. For not only do the Assistant Inspector and myself take what part we can in these examinations, but definite rules have been prescribed by this office as to the framing of questions in arithmetic, mensuration, and dictation, and as to the proportion of mistakes to be allowed in each subject without disqualifying the examinee from passing. The questions are not printed beforehand, and the same set of questions is never given in any two centres. Hence the chances of unfair means being used by the boys or their teachers are reduced to a minimum.

311. "Vernacular primary schools under private management do not conform entirely with the curriculum observed by Government institutions of the same grade, but they are required to attend the centre examinations simultaneously with Government schools. None of the private schools, either aided or unaided, teach mensuration or composition in their highest class, as all Government schools are required to do; and as neither of these is prescribed as part of the 'upper primary examination' defined in the scheme of standards previously alluded to in connection with the orders of the Supreme Government, I have not felt myself called upon to demand either. The consequence is that a complete comparison between the educational results at Government and private schools respectively is not possible. Many of the aided schools, however, are endeavouring to extend their curriculum to a point of equality with that of Government schools, though most of them are so backward and badly taught at present that this will be a work of time.

312. "Of the *aided* schools, all but two belong to the American Mission—a body which, next to Government, takes a larger share in education in Oudh, English as well as Vernacular, than any other. The two schools not attached to this Mission are purely secular ones, and are maintained in the Partabgarh district by subscriptions from the residents, aided by a grant from the rural cess. The results of the examination were not good. Out of nine schools three (or 33 per cent.) had no class so high as the 5th, six had a 5th class, two had a 4th class, and one a 3rd class. Out of 26 examinees in the lower primary standard 10 (or 38 per cent.) passed. Out of 11 examinees in the middle primary nine (or 81 per cent.) passed. Out of four examinees in the upper primary none passed, two having failed in dictation (for composition was not attempted), and all in arithmetic, history and geography. The proportion of examinees to enrolment in the 5th and 4th classes was 57 and 61 respectively.

PRIMARY INSTRUCTION.

"Of the four *unaided* schools all belong to the American Mission except one, which is a purely Sanskrit school (maintained by Raja Hanwant Singh in the Partábgarh district), and which is therefore not subject to the centre examinations. From the three remaining schools only 11 examinees appeared, of whom three passed in the lower primary standard and none in either of the other two.

PRIMARY SCHOOLS (VERNACULAR) FOR GIRLS.

313. "There were altogether 71 vernacular primary schools for girls in the year under report. The following table shows the general statistics :—

Status of schools.	PRIMARY SCHOOLS (VERNACULAR) FOR GIRLS.							
	Number of schools.	*Enrolment on 31st March.*			Average daily attendance.	Fee receipts.	Total expenditure.	Cost per pupil.
		Lower primary, classes, 7, 6; 5.	Upper primary, classes 4, 3.	Total.				
							Rs. a. p	Rs. a. p.
Government ...	50	1,051	104	1,155	827	...	6,179 5 9	7 7 6
Aided ...	16	420	29	449	316	...	3,549 1 6	11 3 8
Unaided ...	5	118	...	118	94	...	391 0 0	4 2 6
Total ...	71	1,589	133	1,722	1,237	...	10,119 7 3	8 2 10

"The average daily attendance per school is 16 at Government institutions, 19 at aided ones, and 19 at unaided. The average cost per school and that per pupil at Government institutions are Rs. 123 and Rs. 7 respectively ; the corresponding figures at aided schools are Rs. 221 and Rs. 11. Thus, according to the returns received, the Government schools are much the most economically managed. The classification, too, is better at Government schools, where 10 per cent. of the enrolment is in the two higher classes than at aided ones, where the corresponding figure is only 7 per cent. Of the 50 Government schools 11 are in Lucknow city under the management of Miss D'Abreu, the Deputy Inspectress, nine are in Hardoi district, and seven in Gonda. The rest are scattered about by twos and threes among the remaining districts, while the Unao and Fyzabad districts have not even one. The private schools belong either to the Church Mission (England), or to the Methodist Epi-copalian Mission (America).

314. "Girls' schools, like schools attended by boys, are supposed to go up for the lower primary and upper primary examinations, in accordance with the scheme prescribed by the Government of India. But in point of fact these standards have to be interpreted much more leniently for girls. Even then the results are poor, and the aided and unaided schools could not pass any candidates. The results at Government schools are shown in the following statement :—

Lower Primary Examination.				*Middle Primary Examination.*				*Upper Primary Examination.*			
Number of schools possessing class 5.	Enrolment in class 5. at time of examination.	Number of students presented for examination.	Number who passed.	Number of schools possessing class 4.	Enrolment in class 4, at time of examination.	Number of students presented for examination.	Number who passed.	Number of schools possessing class 3.	Enrolment in class 3 at time of examination.	Number of students presented for examination.	Number who passed.
26	92	62	22	17	65	55	25	14	37	33	7

"Thus 26 schools out of 50 had a 5th class, 17 had a 4th class, and 14 had a 3rd or highest class, and the number of students who passed in each standard was 22, 25, and 7 respectively. Almost the only Government schools of which any hope can be formed are those 11 which are in Lucknow city, under the management of the Deputy Inspectress. These are slowly but surely improving, and would become quite efficient in two or three years, if the girls, as fast as their progress is assured, did not leave school to marry. Most of the private schools are in Lucknow city also, and are tested by the Deputy Inspectress at the annual examination simultaneously with Government schools. Among the remaining Government schools those in the Hardoi district are next best to those in Lucknow."

SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING.

SECTION VI.—SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING.

315. The divisional normal schools of the North-Western Provinces and the normal classes attached to some tahsili schools in Oudh have been, as before, the only special schools under the management of the Education Department.

The Almora school was closed on the 31st of March, 1881, as in the Kumaun Division there is very little demand for secondary instruction, and the school had trained more certificated teachers than are likely to be wanted for some time to come. The

school was no longer necessary; but its abolition appears to have had an injurious effect on the attendance of middle schools, as the stipends which it offered and the better-paid teacherships which rewarded successful study are no longer attainable, and secondary instruction is not generally valued for its own sake only. SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING.

The Benares school has been reduced and a divisional school of the ordinary type has been established at Allahabad, where it was urgently needed.

All the schools have done fairly good work during the year and have sent out an average supply of certificated teachers. Suitable buildings with accommodation for the pupil teachers are needed at Meerut and Allahabad, and plans and estimates will be submitted in due course for the consideration of the Government.

The aided normal school for mistresses at Benares has been carefully and successfully managed.

316. The Inspector of the Oudh Division reports as follows:—

"There are 12 district normal classes in which village teachers are trained. Since 1st April, 1882, a central normal school has been opened at Lucknow for the training of middle-class teachers, but the subject does not belong to the year under report. There were 67 students in the 12 normal classes at the close of the past year, of whom 56 were Hindus and 11 Muhammadans. In the village teachership examination held in December last 70 candidates were presented, of whom 25 passed and 33 more were considered to have partially passed, while the rest, 12 in number, failed. The classes which did best in this examination were those at Akbarpur, Sandila, Bahraich, and Salone; and the highest place of all was taken by Akbarpur. The fewness of passmen was not owing to the questions being too difficult or to the teaching being inefficient, but to the high percentage of marks exacted for each subject. It is indispensable that a teacher's knowledge should be very accurate and thorough in every subject which he may be called upon to teach, and hence the minimum of marks requisite for passing in each subject was fixed at 60 per cent. The 25 who obtained 60 per cent in each subject have already been sent out as teachers. The 33 who partially passed—that is, who passed in the most important subjects, but failed in others—will be re-examined in December next in those subjects in which they failed, and in the meantime are being employed as teachers, if they happen to be wanted. Those who failed are, with few exceptions, retained in the normal classes of the current year, and will be allowed a second chance in the next examination.

"Every student who desires to pass this examination must qualify himself in reading two languages (Urdu and Hindi) and in writing three different characters—Persian, Nagri, and Kaithi. There is no one language or character among the natives of these provinces, and there are very few schools in villages in which the two languages and the three characters are not required to be taught. It was therefore considered advisable that no one should be entitled to a teacher's certificate who did not qualify in all. This is the chief speciality of the course that has now been prescribed in Oudh for the training of village teachers.

"There are two normal classes for training women for teacherships at girls' schools—one at Misrikh in the Sitapur district, and the other at Pihani in the Hardoi district. The two together contain only six pupils. No new teachers were sent out last year, as no school was opened in which their services could be required. The normal class at Sandila has been broken up. The students were learning nothing; but one of them, less ignorant than the rest, was selected to open a new girls' school at Partabgarh, though it was a matter of the greatest difficulty to induce her to go there."

SECTION VII.—SCHOLARSHIPS.

317. The scholarship system has remained unchanged, and I have nothing of importance to record under this head. Owing to the paucity of native students who passed the entrance examination in the first division last year, and to the unwillingness of European boys to continue their studies for the higher examinations, there are now several vacancies in the First Arts scholarship list. A scholarship has been awarded to a girl who passed the entrance examination in the second division and who is now studying in Calcutta. SCHOLARSHIPS.

SECTION VIII.—BOOKS.

318. No change of importance has been made in the course of study prescribed for colleges and high schools, and the class books have remained the same, with the exception of the English book prescribed for the entrance examination. In the middle and the lower classes Nelson's, Laurie's, and other English Readers are found to answer their purpose satisfactorily, and until a thoroughly good English reading book, compiled expressly for Indian boys, with just the necessary quantity of explanatory notes, can be procured, I think the risky experiment of introducing new Readers should be avoided. Our vernacular school-books are not faultless; but the best of them are undergoing gradual revision and improvement and the worst are from time to time eliminated and succeeded by better. In the North-Western Provinces, during the past year, a new vernacular arithmetic has been prepared and published BOOKS.

BOOKS.

by Pandit Lakshmi Sankar Misra of the Benares College. This work will probably supersede the *Ganit Prakás*, which has in its day done excellent service and has now become somewhat antiquated. A primer of biology in the vernacular has been published by the same intelligent and industrious author—a 4th class book, which may optionally be taken up by candidates for the middle-class vernacular examinations instead of the primer of physical science. Mr. Gordon, headmaster of the Allahabad zila school, has published an English grammatical work. P. Gurdayal, fourth master, has brought out a very useful little collection of translation exercises in romanized Hindustani. These books have not been introduced by authority into the general school course, nor have they even been officially recommended by me; but I find that they are approved and found useful in other schools, and am glad to see that they are working their way into use and favour.

319. I am myself strongly inclined to encourage as far as possible free trade in books, and am glad to welcome and adopt books that have not been written to order or published in the Government Press. The time is near when the demand for vernacular school books will be altogether supplied by private enterprise, and when the copyright of approved works will be generally, as even now it is occasionally, a very valuable possession. We are not, however, as yet entirely independent of the Government Press, which has published revised and improved editions of a considerable number of school books and prize books in both forms of the vernacular during the past year.

320. In Oudh, says the Inspector:—

"No new books have been added to the English Depôt, which is being gradually exhausted. Eight hundred and eighty-eight books out of what remained of the old stock have been sold. The Vernacular Depôt has remained as before in the hands of Munshi Nawal Kishore, who not only sells but prints the books used by the Department. The sales of the past year, amounting to over 78,000, have been almost the same in extent as those of the preceding year.

"The Department is much indebted to Munshi Durga Prashad, the Assistant Inspector of Schools, for the two excellent series of vernacular books which he has compiled and published, the first being a series on geography ending with *Jugrafia-i-gíti*, which is now prescribed as the text-book for the 'middle school examination;' and the second a series of arithmetic, the great merit of which is that each volume teaches the short methods of working and shows the use of fractional multipliers as used by Bunniahs, in connection with all the chief rules from compound multiplication to interest, &c. The *Jugrafia-i gíti* is published at a price which only covers the cost of the paper and printing. The Department is also much indebted to Bishambhar Nath Pandit for his two manuals on the histories of Oudh and of India; to Saiyad Ahmad Husain for his book on mensuration; to Mir Mahomed Husain for his revised Teachers' Manual; and to Munshi Ambika Prashad for translating several books from Urdu to Nagri, for correcting proofs as they came from the press, and for doing much other miscellaneous work. A fuller account of all these books was given in the report for 1880-81; but they had not then been published, and most of them have only lately come into use. Many of them are now used by aided schools, and from all I can hear they are widely appreciated."

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

SECTION IX.—EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

321. The statements received from Principals and Inspectors show that 739 students, fresh from school or college, have obtained employment during the past year on salaries varying from Rs. 3 to Rs. 100 per mensem. Of this number 574 are from the North-Western Provinces and 165 from Oudh. Of the total number of posts thus filled 648 are *bonâ-fide* Government appointments, and the remainder are posts in Railway Companies and merchants' offices, teacherships in aided and private schools, and tutorships to native gentlemen.

322. The attention of Commissioners and Heads of Departments has recently been directed by G. O. No. 1508, General Department, to the rules regarding appointments to the public service. "Several officers have reported that some difficulty has been experienced in carrying out the rules, because candidates who hold the certificates prescribed by the rules are not always forthcoming. When this is the case, candidates who are specially eligible may be appointed: provided, first, that they are not confirmed in their appointments until they pass the required examination and produce the required certificate; and *second*, that those who at the end of two years are still unable to produce the prescribed certificate shall be discharged."

The total supply of candidates qualified, so far as school instruction goes, is probably equal to the demand; but the requirements of a particular district cannot always be met by the local schools, especially as many boys pass in Hindi, and a fair knowledge of Urdu is an indispensable qualification in most offices.

MISCELLANEOUS (WARDS' INSTITUTION).

323. When Mr. Platts, headmaster of the Benares College School, took charge of the Institution on the 15th of April, 1881, there were 16 wards—five from the North-Western Provinces, three from the Central Provinces, two from Oudh, and

six from Bengal. There have been three admissions and nine withdrawls during the year. The wards have on the whole made fair progress in their studies, and their health and conduct have been good. As the present cost of the establishment will be too great for the decreased number of wards, the Institution will be re-organized on a much smaller scale, and the wards will be accommodated, under the supervision of a trustworthy Native Superintendent, in a boarding-house near the college.

EDUCATION OF EUROPEAN AND EURASIAN CHILDREN.

324. Grants have been continued and increased and schooling fees have been paid by the Government as usual for the elementary instruction of the children of indigent Europeans and Eurasians. The great difficulty is to induce such parents to avail themselves of the opportunities offered to them. New schools, which will appear in next year's returns, have recently been established and aided at Gházipur and Meerut. The attendance at Benares again shows a falling off; at Agra, where conveyance is provided for the children, it is steadily improving. The Allahabad Free School continues to do well. Excluding this and other aided schools, which are largely attended by children of the poorest Europeans and Eurasians, the following table shows the number of such children under instruction and the amount spent by the state on their education during the past year :—

	Number.	Amount.		
		Rs.	a.	p.
1st quarter of 1881-82	224	447	10	0
2nd ditto ditto	234	4 5	5	6
3rd ditto ditto	220	399	5	3
4th ditto ditto	230	614	3	9
Total ...	...	1,946	8	6

325. The following tables give the names, with some details, of aided schools of a higher class for European and Eurasian children. They have all been noticed in the Inspectors' reports :—

Boys' Schools.

Name of school.	Number of scholars on the rolls on 31st March, 1882.	Cost.	
		Grant in-aid.	Private funds.
		Rs.	Rs. a p.
Saháranpur S. P. and D. Railway School ...	19	480	1,380 0 0
St. Paul's Orphanage, Agra	85	3,000	3,000 0 0
Cawnpore Ordnance School	23	480	636 1 0
Cawnpore Memorial School (Mixed)	101	3,600	7,200 0 0
Allahabad City School (Mixed)	59	1,380	1,500 0 0
Allahabad Fort School	7	600	264 0 0
Naini Tal Diocesan School	75	5,808	5,940 0 0
Tundla Railway School	33	480	1,236 0 0
St. George's College, Mussooree	35	3,000	13,020 0 0
High School, Agra	44	2,220	687 8 0
St. Peter's College, Agra	94	3,000	3,000 0 0
High School, Allahabad	129	6,000	13,786 14 0
East Indian Railway School, Allahabad (Mixed) ...	44	480	1,020 0 0
Ditto ditto, Moghalsarai ...	13	360	696 0 0
Ditto ditto, Cawnpore ...	23	360	1,068 0 0
Ditto ditto, Aligarh ...	16	360	660 0 0
Ditto ditto, Ghaziabad ...	21	360	1,080 0 0
Total ...	821	31,968	56,074 7 0

Girls' Schools.

Name of school.	Number of scholars on the rolls on 31st March, 1882.	Cost.	
		Grant in-aid.	Private funds.
		Rs.	Rs.
Woodstock Girls' School, Landaur	55	1,800	11,400
Canning Protestant Girls' School, Agra ...	49	3,780	7,812
Protestant Girls' High School, Allahabad ...	132	4,500	1,383
Diocesan Girls' School, Naini Tal	77	2,820	2,340
St. Patrick's Orphanage, Agra	193	1,800	1,800
St. Mary's Convent School, Allahabad... ...	82	1,800	8,400
Total ...	493	16,500	33,135

326. In Oudh, besides the Loretto Convent School, which sends no returns, La Martiniére College schools for girls and boys, the Centennial School, and the Lál Bágh School, provide instruction for the children of indigent Europeans and Eurasians, and, in cases where such aid is necessary, the schooling fees are paid by the Government. Special instruction for children of these classes is provided only in Lucknow, and in other stations no special schools for this purpose appear to be required.

NAINI TAL,
29th June, 1882.

R. GRIFFITH,
Director, P. I., N.-W. P. and Oudh.

EDUCATION GENERAL FORM No. I.

Return of Colleges, Schools, and Scholars for the Official year, 1881-82.

Area and population of the provinces.					Colleges, Schools, and Scholars.		University Education.	Secondary Education.		Primary Education.	Special or technical education.						Percentage of schools and scholars to population.			Remarks.
Number of districts.	Number of divisions.	Total area.	Cultivated area.	Total population.			Colleges.	High schools.	Middle schools.	Primary schools.	Schools of art.	Medical schools.	Engineering schools.	Normal schools.	Industrial shools.	Other schools.	High schools.	Middle schools.	Primary schools.	
49	11	105,767	54,626	44,197,869	Institutions	For males ...	11	55	546	5,562	...	1	...	18	1	...	...	...	...	
						For females ...	...	4	9	310	...	...	...	3	1	...	...	...	...	
						Total ...	11	59	555	5,872	...	1	...	21	2	...	...	...	...	
					Scholars	Males ...	937	1,695	7,720	205,166	...	39	...	306	50	...	...	...	·46	
						Females ...	...	74	274	9,144	...	...	...	89	102	...	...	...	...	
						Total ...	937	1,769	7,994	214,310	...	39	...	395	152	...	...	...	·48	

R. T. H. GRIFFITH,
Director of Public Instruction, N.-W. P. and Oudh.

EDUCATION GENERAL

Return of colleges, schools, and scholars,

Class of Institution.	Government Institutions.							Aided Institutions.						
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls during the year.	Average daily attendance.	Number of scholars on 31st March learning English.	Number of scholars on 31st March learning A classical language.	Number of scholars on 31st March learning A vernacular language.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls during the year.	Average daily attendance.	Number of scholars on 31st March learning English.	Number of scholars on 31st March learning A classical language	Number of scholars on 31st March learning A vernacular language
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
University Education.														
Arts Colleges.														
English ...	3	172	166	146	172	126	...	2	157	136	116	157	124	...
Oriental ...	1	427	400	364	...	427	...	2	130	109	86	17	89	41
Colleges or departments of colleges for professional training.														
Law ..	...	...	...	...	...	...	...	2	31	23	16	31	...	...
Secondary Education.														
High and middle schools														
For boys { English ..	67	2,927	2,684·25	2,257·62	2,927	2,360	762	67	2,635	2,489·90	2,041·90	2,608	1,848	1,366
For boys { Vernacular,	455	3,562	3,195·72	2,705·91	...	1,237	3,545	7	241	249·35	197·62	...	223	29
For girls { English ...	...	...	...	...	...	...	...	12	342	348	* 318	342	115	90
For girls { Vernacular,	...	...	...	...	...	...	...	1	6	6	6	4	...	6
Primary Education.														
Primary schools.														
For boys { English ...	72	6 319	5,914	5,000	5,254	2 612	4,428	74	8 145	7,911	6,244	7,105	1,729	6,518
For boys { Vernacular,	5,329	1,87,054	180,514·23	144,225·25	...	12,521	188,539	56	2,731	2,667	2,116	40	456	2,316
For girls { English ..	...	...	...	..	...	...	...	18	1,432	1,423	1,275	881	10	1,024
For girls { Vernacular,	160	3,687	3,619	2,798	...	19	3,686	122	3,783	3,689	3,081	12	61	3,746
Schools for special or technical training														
Schools of art ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools ...	1	39	48	39	...	...	39	...	...	...	...	...	...	...
Engineering schools ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Normal schools for masters	18	306	301	277	...	15	359	...	...	...	...	...	...	...
Ditto for mistresses,	...	...	...	...	...	...	...	3	89	81	60	82	...	89
Industrial schools ...	...	...	...	...	...	...	...	2	152	139	132	...	...	50
Others ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	6106	2,04,493	196,842·20	157,812·78	8,353	18,717	201,353	368	19,874	19,271·25	15,689·52	11,279	4,655	15,275

EDUCATION GENE

Return of expenditure on educational establishments, North-

Class of Institution.	Expenditure — Government Institutions.							Expenditure — Aided Institutions.						
	Provincial revenues	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Provincial revenues	Local rates or cesses.	Endowments	Fees.	Municipal grants.	Other sources.	Total.
1	2a	2b	2c	2d	2e	2f	2	3a	3b	3c	3d	3e	3f	3
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education.														
Arts Colleges.														
English	88,733	...	29,219	7,117	...	802	125,871	15,215	...	16,452	2,248	...	8,509	42,514
Oriental	13,075	...	165	...	...	117	13,357	3,547	...	4,463	127	...	1,175	9,312
Colleges or departments of colleges for professional training.														
Law	...	...	...	...	...	...	...	3,086	...	908	1,231	...	3,697	8,922
Secondary Education.														
High and middle schools														
For boys, { English ...	166,718	239	2,905	14,626	4,154	375	189,017	60,728	36	10,096	30,083	4,159	55,631	160,733
For boys, { Vernacular ...	36,182	17,537	750	2,444	718	846	58,477	1,469	33	348	464	213	906	3,433
For girls, { English ...	...	...	...	...	...	...	...	8,018	...	186	16,925	239	9,798	35,166
For girls, { Vernacular ...	...	...	...	...	...	...	...	168	...	...	...	...	259	427
Primary Education.														
Primary schools.														
For boys, { English ...	48,839	1,135	973	18,371	8,942	1,602	79,832	50,110	216	3,507	28,417	6,488	35,911	124,649
For boys, { Vernacular ...	62,488	497,876	2,434	19,197	17,459	1,868	601,322	6,831	197	979	901	1,085	8,445	18,438
For girls, { English	...	...	...	...	...	...	...	17,385	...	1,025	18,508	481	15,064	52,463
For girls, { Vernacular	11,454	3,182	...	...	1,030	490	16,156	11,788	...	187	45	1,000	19,450	32,470
Schools for special or technical training.														
Medical schools	18,222	...	288	...	...	...	18,510	...	...	...	...	...	...	...
Normal schools for masters ..	30,280	6,272	135	...	...	...	36,687	...	...	...	...	...	...	...
Ditto for mistresses ...	...	...	...	...	...	...	...	1,968	120	150	724	...	3,709	6,671
Industrial schools	...	...	...	...	...	...	...	1,080	...	40	...	...	980	2,100
Others	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	35,540	...	...	...	...	...	35,540	...	...	...	...	...	...	...
Inspection	2,09,662	6,232	...	...	...	21	2,15,915	...	...	...	...	...	...	...
Scholarships ... { Colleges ...	7,972	...	...	...	...	...	7,972	...	...	1,194	...	...	1,253	2,447
Scholarships ... { Schools ...	4,526	23,687	1,475	...	3,765	559	34,012	...	...	1,278	...	60	774	2,112
Buildings	336	27,059	...	...	...	1,245	28,640	...	...	33,810	...	...	17,097	50,907
Endowments	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous	12,695	13,720	36	...	...	...	26,451	...	...	...	...	...	...	...
Total ...	7,46,692	5,96,939	38,380	61,755	36,068	7,925	14,87,759	1,81,393	602	74,623	99,673	13 725	1,82,748	5,52,764

* This includes Rs. 2,276 on

FORM No. 2.

for the official year 1881-82.

Unaided Institutions under regular inspection.									Grand total of scholars on 31st March learning			Classification according to race or creed of the scholars on 31st March.					Remarks.
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls during the year.	Average daily attendance.	Number of scholars on 31st March learning			Grand total of institutions.	Grand total of scholars on 31st March.									
				English.	A cassical language.	A vernacular language.			English.	A classical language	A vernacular language.	Europeans and Eurasians.	Native Christians	Hindus.	Muhammadans.	Others.	
16	17	18	19	20	21	22	23	24	25	26	27	28a	28b	28c	28d	28e	29
1	20	16	13	20	20	...	6	349	349	270	...	2	8	303	36	...	
...	...	...	...	...	...	...	3	557	17	516	41	...	...	489	68	...	
...	...	...	...	...	...	...	2	31	31	...	...	...	...	22	9	...	
5	50	41	32	50	21	29	139	5,612	5,585	4,229	2,157	237	173	4,300	893	9	
...	...	...	...	...	...	...	462	3,803	...	1,460	3,574	...	...	3,007	796	...	
...	...	...	...	...	...	...	12	342	342	115	90	267	75	...	...	...	
...	...	...	...	...	...	...	1	6	4	...	6	...	6	...	...	...	
13	430	430	345	385	55	293	159	14,894	12,744	3,796	11,234	801	878	9,837	3,340	38	
18	487	502	383	...	117	398	5,403	190,272	40	13,094	191,253	...	466	160,911	28,788	107	
...	...	...	...	...	...	...	18	1,432	881	10	1,024	332	808	123	156	13	
10	242	275	205	...	...	242	292	7,712	12	80	7,674	...	458	4,545	2,696	13	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	1	39	...	...	39	...	4	17	18	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	18	306	...	15	359	...	...	251	55	...	
...	...	...	...	...	...	...	3	89	82	...	89	...	83	6	...	...	
...	...	...	...	...	...	...	2	152	...	...	50	2	150	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
47	1,229	1,264	978	455	213	962	6,521	225,596	20,087	23,585	217,590	1,641	3,109	183,811	36,855	180	

RAL FORM No. 3.

Western Provinces and Oudh, for the official year 1881-82.

Unaided Institutions under regular inspection.								Average annual cost of educating each pupil					Remarks.
								Government Institutions.		Aided Institutions.		Unaided Institutions	
Endowments.	Fees.	Other sources.	Total	Total Government expenditure.	Total expenditure from other sources.	Grand total of expenditure.	Percentage on total expenditure.	Total cost.	Cost to Government.	Total cost.	Cost to Government.	Total cost.	
4a	4b	4c	4	5	6	7	8	9	10	11	12	13	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs. a p	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a p.	
...	335	1,679	2,014	1,03,948	66,451	170,399	8 29	862 2 1	607 12 2	366 8 0	131 2 7	154 14 9	
...	...	...	...	16,622	6,047	22,669	1·10	36 11 1	35 14 9	108 4 6	41 3 11	...	
...	...	...	...	3,086	5,836	8,922	·43	...	...	557 10 0	192 14 0	...	
1,514	114	*787	2,475	227,721	124,444	3,52,165	17·13	83 11 7	73 15 2	78 11 5	29 12 1	75 7 6	
...	...	...	...	55,221	6,689	61,910	3·01	21 9 9	19 13 7	17 5 11	7 9 7	...	
...	...	...	...	8,018	27,148	35,166	1·71	...	...	110 9 4	25 3 5	...	
...	...	...	...	168	259	427	·02	...	...	71 2 3	28 0 0	...	
3,614	271	*2,479	6,364	100,270	110,575	2,10,845	10·26	15 15 5	9 15 9	19 15 4	8 0 11	18 7 1	
760	27	1,609	2,396	567,392	54,764	6,22,156	30·27	4 2 8	3 14 2	8 11 5	3 5 1	6 4 1	
...	...	...	...	17,385	35,078	52,463	2·55	...	...	41 2 4	13 10 2	...	
...	...	*1,720	1,720	26,424	23,922	50,346	2·45	5 12 4	5 3 8	10 8 7	3 13 2	8 6 2	
...	...	...	...	18,222	288	18,510	·90	474 9 10	467 8 8	...	...	...	
...	...	...	...	36,552	135	36,687	1·79	132 7 1	131 15 3	...	...	...	
...	...	...	...	2,088	4,583	6,671	·32	...	...	111 2 11	34 12 9	...	
...	...	...	...	1,080	1,020	2,100	·10	...	...	15 14 6	8 2 10	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	35,540	...	35,540	1 73	...	...	...	...	...	
...	...	...	...	215,894	21	2,15,915	10·51	...	...	...	...	...	
...	...	...	...	7,972	2,447	10,419	·51	...	...	...	...	...	
...	...	...	...	28,213	7,911	36,124	1·76	...	...	...	...	...	
...	...	...	...	27,395	52,152	79,547	3·87	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	26,415	36	26,451	1·29	...	...	...	...	...	
5,888	747	*8,274	14,909	15,25,626	529,806	20,55,432	1·00	9 6 10	8 8 3	35 3 8	11 9 7	15 3 11	

account of municipal grants.

R. T. H. GRIFFITH,
Director of Public Instruction, N.-W. P. and Oudh.

EDUCATION GENERAL FORM No. 4.

Return shewing the result of prescribed examinations during the official year 1881-82.

Nature of examination.		Number of institutions sending examinees.			Number of examinees.				Number of passed.				Percentage of passed scholars on total number on rolls at beginning of the year.	
		Government institutions.	Other institutions.	Total.	Government institutions.	Other institutions.	Private students.	Total.	Government institutions.	Other institutions.	Private students.	Total.	Government institutions.	Other institutions.
1		2	3	4	5	6	7	8	9	10	11	12	13	14
Arts Colleges.														
Master of Arts		1	1		6	1	...	7	4	...	...	4	66·6	...
Bachelor of Arts		3	1	4	27	11	...	38	5	3	...	8	18·5	27·2
First Arts		3	4	7	36	46	...	82	20	22	...	42	55·5	47·8
Colleges for professional training.														
Bachelor of Law		1	1	2	3	3	...	6	2	...	...	2	66·6	...
Schools.														
Matriculation		25	32	57	220	206	16	442	103	84	3	190	46 8	40·7
Standard equivalent to Matriculation ...	Boys ...	2	2	4	8	18	...	26	6	16	..	22	75·0	88 8
	Girls ...	...	2	2	...	35	...	35	...	34	...	34	...	97·1
Middle School examination	Boys ...	448	32	480	1,609	368	124	2,101	670	77	35	782	41·6	20 9
	Girls ...	...	2	2	...	65	...	65	...	30	...	30	...	46·1
Upper primary school examination ...	Boys ...	3,481	84	3,565	12,692	1,389	...	14,081	5,888	739	...	6,627	46·3	53·2
	Girls ...	52	9	61	132	103	...	235	47	82	...	129	35·6	79·6
Lower primary school examination ...	Boys ...	4,784	103	4,887	28,363	2,210	...	30,573	13,826	1,008	...	14,834	48 7	45 6
	Girls ...	112	30	142	444	305	...	749	237	154	...	391	53·3	50 4

N. B.—Two students from the Oriental Department, Canning College, Lucknow, passed the Panjab University College Pragya examination.

R T H. GRIFFITH,
Director of Public Instruction, N.-W. P. and Oudh.

SUBSIDIARY FORMS.

SUBSIDIARY FORM NO. I.

Statistical Return of Colleges for the official year 1881-82.

District.	Name or class of Institutions.	Number of Institutions	Number of scholars on the rolls, on 31st March. Reading for degree.	Reading for the first arts licentiate or corresponding examination.	Total.	Average number on the rolls during the year	Average daily attendance.	Classification according to race or creed of the scholars on 31st March. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Number of scholars on 31st March learning English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Expenditure. Grants from provincial revenues.	Endowments.	Fees.	Other sources.	Total.	Annual cost of educating each scholar. Total cost.	Cost to Government.	Remarks.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9	10	11	12
	ARTS COLLEGES. *English.*																		Rs	Rs	Rs.	Rs.	Rs	Rs. a. p.	Rs. a. p.	
Agra ...	Government ...	1	10	16	26	29	26	...	2	21	3	...	26	...	1	...	12	3	7,813	24,313	1,218	1	33,345	1,282 8 0	300 8 0	
Benares ...	Ditto	1	17	44	61	61	54	...	...	58	3	...	61	...	...	2	26	27	28,618	1,657	2,443	801	33,519	620 11 7	529 15 5	
Allahabad ...	Ditto	1	33	52	85	76	66	...	1	76	8	...	85	...	...	6	22	27	52,302	3,249	3,456	...	59,007	894 0 9	792 7 3	
	Total, ...	3	60	112	172	166	146	...	3	155	14	...	172	...	1	8	60	57	88,733	29,219	7,117	802	125,871	862 2 1	607 12 2	
Aligarh ...	Aided	1	10	21	31	29	25	...	...	17	14	...	31	...	...	2	24	5	3,215	911	989	8,517	13,632	545 4 6	128 9 7	
Lucknow ...	Ditto	1	46	80	126	107	91	1	2	116	7	...	126	...	1	..	54	38	12,000	15,541	1,259	82	28,882	317 6 2	131 13 11	
	Total, ...	2	56	101	157	136	116	1	2	133	21	...	157	...	1	2	78	43	15,215	16,452	2,248	8,599	42,514	366 8 0	131 2 7	
Agra ...	Unaided																	Ret	urn not r	eceived.						
Benares ...	Ditto	1	...	20	20	16	13	1	3	15	1	...	20	...	1	...	7	12	...	...	335	1,679	2,014	154 14 9	...	
Lucknow ...	Ditto	...	...	..	...	...	..	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	
	Total, ..	1	...	20	20	16	13	1	3	15	1	...	20	...	1	...	7	12	...	...	335	1,679	2,014	154 14 9	...	
	Total, English Colleges ...	6	116	233	349	318	275	2	8	303	36	...	349	...	3	10	145	112	103,948	45,671	9,700	11,080	170,399	619 10 1	377 15 10	
	Oriental.																									
Benares ...	Govt. Sanskrit College ...	1	...	427	427	400	364	..	...	427	...	...	...	...	...	...	..	427	13,075	165	...	117	13,357	36 11 1	35 14 9	
Aligarh ...	Aided	1	...	17	17	14	11	...	..	..	17	...	17	...	...	17	...	...	450	128	106	1,175	1,859	169 0 0	49 14 7	
Lucknow ...	Ditto	1	...	113	113	95	75	...	...	62	51	...	...	41	...	37	14	21	3,097	4,335	21	...	7,453	99 6 0	41 4 8	
	Total, ...	2	...	130	130	109	86	..	...	62	68	...	17	41	...	54	14	21	3,547	4,463	127	1,175	9,312	108 4 6	41 3 11	
	Total, Oriental Colleges .	3	...	557	557	509	450	...	...	489	68	...	17	41	...	54	14	448	16,622	4,628	127	1,292	22,669	50 6 0	36 15 0	
	Grand Total, Arts Colleges,	9	116	790	906	827	725	2	8	792	104	...	366	41	3	64	159	560	120,570	50,299	9,827	12,372	193,068	266 4 9	166 4 10	
	COLLEGES OR DEPTS. OF COLLEGES FOR PROFESSIONAL, TRAINING *Law.*																									
Allahabad ...	Aided	1	3	26	29	20	14	...	...	20	9	...	29	...	...	...	...	...	2,400	70	1,103	3,697	7,270	519 4 7	171 6 10	
Lucknow ...	Ditto	1	2	...	2	3	2	...	..	2	...	...	2	...	..	...	...	...	686	838	128	..	1,652	127 1 3	52 12 4	
			(27)		(27)	(15)	(11)		(1)	(25)	(1)	..	(27)													
	Total, ...	2	5	26	31	23	16	...	...	22	9	...	31	...	...	...	...	...	3,086	908	1,231	3,697	8,922	557 10 0	192 14 0	
	Engineering																									
Saharanpur (Roorkee)	Government					This is a special college which cannot fit into this form																				
	Grand Total, Professional, Colleges.	2	5	26	31	23	16	..	...	22	9	...	31	...	..	...	...	...	3,086	908	1,231	3,697	8,922	557 10 0	192 14 0	
	Grand Total, of all Colleges,	11	121	816	937	850	741	2	8	814	113	...	397	41	3	64	159	560	123,656	51,207	11,058	16,069	201,990	272 9 5	166 14 0	

N. B.—The figures within brackets, opposite to the Law Department, represent those pupils who are also studying in the Arts Department, hence they have not been counted in the total column of this statement.

R GRIFFITH,
Director, of Public Instruction, N.-W. P. and Oudh

SUBSIDIARY

Statistical Return of high and middle schools

Division	District.	Name or class of Institutions.	Number of Institutions	Number of scholars on the rolls on 31st March, 1882. In high schools.	In middle schools.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1882. Europeans and Eurasians.	Native Christians.	Hindus	Muhammedans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
		English schools.											
Meerut.	Dehra Dun ...	Aided	4	28	53	81	79·	73	57	6	16	2	..
	Saharanpur ...	Government	1	...	46	46	40·	33	1	...	32	13	...
		Aided	2	...	99	99	102·	77	...	3	73	23	...
		Unaided	1	14	...	14	9·	7	...	...	12	2	...
		Total ...	4	14	145	159	151·	117	1	3	117	38	...
	Muzaffarnagar ...	Government	1	...	37	37	31·	28	...	...	32	5	...
	Meerut ...	Government	2	26	79	105	102·	82	...	...	88	17	...
		Aided	2	21	61	82	71·	61	...	8	56	18	...
		Total ...	4	47	140	187	173·	143	...	8	144	35	...
	Bulandshahr ...	Government	1	...	44	44	35·	32	...	2	39	3	...
	Aligarh ...	Government	4	57	142	199	180·	143	1	...	179	17	2
		Aided	3	40	124	164	162·	124	...	...	60	104	...
		Total ...	7	97	266	363	342·	267	1	...	239	121	2
		Total Government schools,	9	83	348	431	358·	318	2	2	370	55	2
		Total aided schools ...	11	89	337	426	414·	335	57	17	205	147	...
		Total unaided schools ...	1	14	...	14	9·	7	...	...	12	2	...
		Grand Total ...	21	186	685	871	811·	660	59	19	587	204	2
Agra.	Muttra ...	Government ...	2	20	79	99	91·59	75·28	...	...	93	6	...
	Agra ...	Government ...	2	47	26	73	60·94	61·81	...	...	62	11	...
		Aided ...	9	72	209	281	284·00	257·00	53	42	164	22	...
		Unaided	...	...	...	...	...	...	...	...	...	...	...
		Total ...	11	119	235	354	350·94	318·81	53	42	226	33	...
	Farukhabad ...	Government	2	24	80	104	91·	79·	...	4	92	8	...
		Aided	1	...	32	32	32·16	27·84	...	1	29	2	...
		Unaided	...	...	...	...	...	...	...	...	...	...	...
		Total ...	3	24	112	136	123·16	106·84	...	5	121	10	...
	Mainpuri ...	Government	1	...	55	55	43·44	33·30	...	...	54	1	...
	Etawah ...	Ditto	2	29	74	103	100	89·	...	...	101	2	...
	Etah ...	Ditto	1	...	31	31	34·58	25·03	...	...	29	2	...
		Total Government schools,	10	120	345	465	427·55	363·42	...	4	431	30	...
		Total Aided schools ...	10	72	241	313	316·16	284·84	53	43	193	24	...
		Total Unaided schools ...	...	...	...	...	...	...	...	...	...	...	...
		Grand Total ...	20	192	586	778	743·71	648·26	53	47	624	54	...

FORM No. 2.

(English and Vernacular) for the official year 1881-82.

Number of scholars on 31st March 1882, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p		
81	58	57	...	23	...	3,480	...	...	5,817	...	12,740	22,037	301 14 0	47 10 9	5	2
46	46	...	...	...	...	1,886	...	...	150	...	13	2,049	62 1 5	57 2 5	...	6
93	81	...	...	54	...	958	...	26	465	132	1,545	3,126	40 9 7	12 7 1	...	3
14	5	...	...	9	...	...	...	...	40	300	314	654	93 6 10	...	...	...
153	132	...	...	63	...	2,844	...	26	655	432	1,872	5,829	49 13 2	24 4 11	...	9
37	37	...	...	10	...	2,017	...	...	100	...	77	2,194	78 5 9	72 0 7	...	5
105	36	...	...	62	7	3,710	...	...	525	14	29	4,278	52 2 9	45 3 11	2	11
82	4	...	...	78	...	1,939	...	...	303	91	2,347	4,680	76 11 6	31 12 7	2	3
187	40	...	...	140	7	5,649	...	...	828	105	2,376	8,958	62 10 3	39 8 1	4	14
44	30	...	...	14	...	1,946	...	...	112	140	...	2,198	68 11 0	60 13 0	...	6
199	84	...	...	99	16	4,798	...	167	922	1,750	140	7,807	54 9 6	33 8 10	2	9
164	27	...	41	87	9	2,525	...	545	2,032	1,735	4,626	11,463	92 7 1	20 5 10	8	7
363	111	...	41	186	25	7,323	...	712	2,954	3,515	4,766	19,270	72 2 9	17 6 10	10	16
431	233	...	...	185	23	14,357	...	167	1,809	1,934	259	18,526	58 4 2	45 2 4	4	37
420	170	57	41	242	9	8,902	..	571	8,617	1,958	21,258	41,306	123 4 10	26 9 2	15	15
14	5	...	...	9	...	...	...	...	40	300	314	654	93 6 10	...	...	...
865	408	57	41	436	32	23,259	...	738	10,466	4,192	21,831	60,486	91 10 4	35 3 10	19	52
99	32	...	...	64	3	4,503	...	...	271	162	...	4,936	65 9 1	59 13 0	2	3
73	17	...	...	45	11	12,986	...	337	570	...	53	13,946	225 9 11	210 11 6	4	7
281	139	59	...	132	33	11,316	...	370	2,291	495	11,051	25,523	99 4 10	44 0 6	8	1
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
354	156	59	...	177	44	24,302	...	707	2,831	495	11,104	39,469	123 12 10	76 3 6	12	8
104	21	...	...	74	9	4,961	...	...	106	35	...	5,102	64 9 4	62 12 9	3	5
32	...	...	...	32	...	240	...	...	54	175	172	641	23 0 5	8 9 11	...	12
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
136	21	...	...	106	9	5,201	...	...	160	210	172	5,743	53 12 1	48 10 10	3	17
55	35	...	...	20	...	2,012	...	...	32	...	...	2,044	61 6 1	60 6 8	...	6
103	...	...	...	60	43	8,906	...	...	207	90	...	9,203	103 6 6	100 1 4	4	9
31	16	..	...	21	9	2,028	...	..	117	16	..	2,161	86 5 5	81 0 1	...	...
465	121	...	...	284	75	35,596	...	337	1,303	303	53	37,392	102 14 3	97 6 4	13	30
318	139	59	...	164	33	11,556	...	370	2,345	670	11,223	26,164	91 13 8	40 9 1	8	13
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
778	260	59	...	448	108	46,952	...	707	3,648	973	11,276	63,556	98 0 8	72 6 10	21	43

SUBSIDIARY

Statistical Return of high and middle schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1882 — In high schools.	In middle schools.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1882. — Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
ROHILKHAND.	Bijnor ...	Government	1	...	43	43	43	37	...	...	30	13	...
	Moradabad ...	Ditto ...	2	34	68	102	97	80	...	...	85	17	...
		Aided ...	1	...	25	25	29	25	...	5	16	4	...
		Total ...	3	34	93	127	126	105	...	5	101	21	...
	Budaun ...	Government ...	1	...	54	54	49	44	...	...	47	7	...
	Bareilly ...	Ditto ...	2	82	149	231	226	213	...	4	174	52	1
	Shahjahanpur ...	Ditto ...	2	18	40	58	53	47	...	...	45	13	...
		Aided ...	1	...	29	29	24	17	...	21	5	8	...
		Total ...	3	18	69	87	77	64	...	21	50	16	...
	Pilibhit ...	Government ...	1	...	13	13	10	8	...	...	9	4	...
		Total, Govt. schools ...	9	134	367	501	478	429	...	4	390	106	1
		Total, aided schools ...	2	...	54	54	53	42	...	26	21	7	...
		Grand Total ...	11	134	421	555	531	471	...	30	411	113	1
ALLAHABAD.	Cawnpore ...	Government ...	2	38	85	123	121·08	96 27	1	...	108	14	...
		Aided ...	4	28	83	111	82·32	73·67	38	...	61	10	2
		Total ...	6	66	168	234	203·40	169 94	39	...	169	24	2
	Fatehpur ...	Government ...	1	...	34	34	30 39	24·04	...	...	28	6	...
	Banda ...	Ditto ...	2	14	40	54	54·33	41·86	...	1	42	11	...
	Hamírpur ...	Ditto ...	1	...	31	31	21·90	16·03	...	...	22	9	...
	Allahabad ...	Ditto ...	2	94	175	269	216	180·	...	12	210	47	...
		Aided ...	3	27	72	99	106·42	93·39	72	...	25	2	...
		Total ...	5	121	247	368	322·42	273·39	72	12	235	49	...
	Jaunpur ...	Government ...	1	...	39	39	37	32·	...	...	27	12	...
		Aided ...	2	8	38	46	46	34·	1	2	37	6	...
		Total ...	3	8	77	85	83	66·	1	2	64	18	...
		Total, Govt. schools ...	9	146	404	550	480·70	390·20	1	13	437	99	...
		Total, Aided schools ...	9	63	193	256	234·74	201·06	111	2	123	15	2
		Grand Total ...	18	209	597	806	715·44	591·26	112	15	560	117	2
BENARES.	Azamgarh ...	Aided ...	2	17	55	72	63·	46	...	3	58	11	...
	Mirzapur ...	Government ...	2	24	63	87	85	69	...	...	75	9	3
		Aided ...	2	9	41	50	45	36	...	4	40	6	...
		Unaided ...	1	...	10	10	10	10	...	...	10	...	...
		Total ...	5	33	114	147	140	115	...	4	125	15	3
	Benares ...	Government ...	2	101	204	305	281	224	1	...	264	40	...
		Aided ...	6	178	268	446	431	322	3	20	368	55	...
		Total ...	8	279	472	751	712	546	4	20	632	95	...
	Ghazipur ...	Aided ...	5	59	158	217	205	165	...	4	157	56	...
		Unaided ...	1	...	18	18	14	9	...	...	16	2	...
		Total ...	6	59	176	235	219	174	...	4	173	58	...

FORM NO. 2.

and vernacular) for the official year 1881-1882,—(continued.)

Number of scholars on 31st March, 1882, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
43	8	...	...	35	...	1,921	...	13	157	23	...	2,114	57 2 2	51 14 8	...	10
102	37	...	...	59	6	6,365	...	2,038	554	...	...	8,957	111 15 5	79 9 0	6	6
25	25	...	...	17	...	496	...	...	90	...	446	1,032	41 4 6	19 13 5	...	2
127	62	...	...	76	6	6,861	...	2,038	644	...	446	9,989	95 2 2	65 5 6	6	8
54	5	...	...	44	5	1,911	...	...	209	30	...	2,150	48 13 10	43 6 11	...	5
231	...	...	...	185	46	17,114	...	...	1,624	...	...	18,738	87 15 7	80 5 7	7	5
58	4	...	...	50	4	5,188	...	...	200	...	...	5,388	114 10 3	110 6 2	2	9
29	29	...	...	...	...	1,000	...	...	...	...	1,140	2,140	125 14 1	58 13 2	...	...
87	33	...	...	50	4	6,188	...	...	200	...	1,140	7,528	117 10 0	96 11 0	2	9
13	7	...	...	6	...	...	...	...	1	1,025	...	1,026	128 4 0	...	...	...
501	61	...	...	379	61	32,499	...	2,051	2,745	1,078	...	38,373	89 7 2	75 12 1	15	35
54	54	...	...	17	...	1,496	...	...	90	...	1 586	3,172	75 8 5	35 9 11	...	2
555	115	...	...	396	61	33,995	...	2,051	2,835	1,078	1,586	41,545	88 3 4	72 2 10	15	37
123	...	...	2	88	33	5,606	...	62	289	...	...	5,957	61 14 1	58 3 9	2	7
111	39	39	...	52	20	4,264	...	...	4,424	...	3,390	12,078	163 15 2	57 14 1	1	2
234	39	39	2	140	53	9,870	...	62	4,713	...	3,390	18,035	106 2 0	58 1 3	3	9
34	6	...	...	28	...	539	56	...	72	12	...	679	28 3 11	24 12 0	...	5
54	8	...	...	46	...	3,878	...	...	242	...	...	4,120	98 6 9	92 10 3	1	6
31	23	...	...	8	...	956	...	...	94	...	...	1,050	65 8 0	59 10 3	...	1
269	182	...	6	157	94	9,876	...	...	716	562	...	11,154	61 15 6	54 13 10	18	10
99	98	72	...	...	1	4,433	...	...	6,661	257	269	11,620	124 6 9	47 7 6	4	...
368	280	72	6	157	95	14,309	...	...	7,377	819	269	22,774	83 4 10	52 5 5	22	10
39	3	...	...	36	...	1,678	...	...	99	...	...	1,777	55 8 6	52 7 0	...	7
46	17	...	...	28	1	900	...	725	109	...	97	1,831	53 13 8	26 7 6	2	...
85	20	...	...	64	1	2,578	...	725	208	...	97	3,608	54 10 8	39 1 0	2	7
550	222	...	8	363	127	22,533	56	62	1,512	574	...	24,737	63 6 5	57 14 3	21	36
256	154	111	...	80	22	9,597	...	725	11,194	257	3,756	25,529	126 15 7	47 11 9	7	2
806	376	111	8	443	149	32,130	56	787	12,706	831	3,756	50,266	85 0 3	54 7 0	28	38
72	14	...	1	46	11	1,200	...	...	375	96	1,200	2,871	82 6 6	26 1 5	1	3
87	1	...	5	62	19	5,909	...	...	204	...	...	6,113	88 9 5	85 10 2	3	1
50	16	...	...	34	...	800	...	...	168	...	1,389	2,357	65 7 6	22 3 6	1	2
10	2	...	...	8	...	...	...	93	31	...	...	124	12 6 4	...	...	...
147	19	...	5	104	19	6,709	...	93	403	...	1,389	8,594	67 11 8	58 5 5	4	3
305	16	...	...	185	104	8,741	...	48	4,008	...	...	12,797	57 2 1	39 0 4	16	3
446	217	...	...	104	164	6,600	...	524	2,243	400	3,731	13,498	41 14 8	40 7 11	3	4
751	233	...	...	289	268	15,341	...	572	6,251	400	3,731	26,295	48 2 6	28 1 6	19	7
217	33	...	8	147	32	3,883	...	...	992	553	3,378	8,806	53 5 11	23 5 6	7	5
18	18	...	...	...	...	...	...	105	43	...	173	321	35 10 8	...	...	...
235	51	...	5	147	32	3,884	...	105	1,035	553	3,551	9,127	52 7 3	22 5 1	7	5

SUBSIDIARY

Statistical Return of high and middle schools

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1882. In High schools.	In middle schools.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March 1882. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Benares.—(concld.)	Gorakhpur ...	Aided	2	34	63	97	95	85	...	12	69	16	...
	Basti ...	Aided	1	...	28	28	25	20	...	1	25	2	...
	Ballia ...	Aided	1	...	56	56	54	43	...	...	53	3	...
		Total, Government schools,	4	125	267	392	366	293	1	...	339	49	3
		Total, aided schools ...	19	297	669	966	918	717	3	44	770	149	...
		Total, unaided schools ...	2	...	28	28	24	19	...	...	26	2	...
		Grand Total ...	25	422	964	1,386	1,[illegible]08	1,029	4	44	1,135	200	3
Jhansi.	Jhánsi ...	Government	1	...	18	18	16	13	...	...	15	3	...
	Jalaun ...	Ditto	2	...	27	27	24	19	...	...	23	4	...
	Lalitpur ...	Ditto	1	...	16	16	18	16	...	...	14	2	...
		Total, Government schools,	4	...	61	61	58	48	...	...	52	9	...
Kamaun.	Kamaun ...	Aided	2	18	36	54	43	39	2	1	50	1	...
	Garhwal ...	Aided	2	...	20	20	18	13	...	...	20	...	...
		Total, aided schools ...	4	18	56	74	61	52	2	1	70	1	...
	North-Western Provinces,	Grand total, of Government schools.	45	608	1,792	2,400	2,198·25	1,841·62	4	23	2,019	348	6
		Ditto of aided schools ...	55	539	1,550	2,089	1,996·90	1,631·90	226	133	1,382	346	2
		Ditto of unaided schools,	3	14	28	42	33	26·	...	...	38	4	...
		Great Grand Total, English schools North-Western Provinces.	103	1,161	3,370	4,531	4,228·15	3,499·52	230	156	3,439	698	8
Lucknow.	Lucknow ...	Aided	7	190	300	490	423	357	6	13	394	76	1
	Unao ...	Government	2	14	25	39	47	38	...	1	27	11	...
	Bara Banki ...	Ditto	2	16	22	38	36	31·	..	...	27	11	...
Sitapur.	Sitapur ...	Ditto	2	12	17	29	32	27	...	...	26	3	...
		Aided	2	...	14	14	12	10	...	1	6	7	...
		Total ...	4	12	31	43	44·	37·	...	1	32	10	...
	Hardoi ...	Government	2	26	38	64	56·	49·	...	...	50	14	...
	Kheri ...	Ditto	2	14	21	35	35·	29·	...	...	29	6	...
Fyzabad.	Fyzabad ...	Ditto	2	32	47	79	71·	66·	...	..	62	17	...
	Bahraich ...	Ditto	2	16	24	40	38·	29·	...	...	33	7	...
		Aided	1	...	12	12	15·	11·	...	...	9	3	...
		Unaided	2	...	8	8	8·	6·	...	...	8	...	...
		Total ...	5	16	44	60	61	46·	...	..	50	10	...
	Gonda ...	Government	2	24	37	61	53·	49·	...	..	53	8	...
		Aided	2	9	21	30	43·	32·	...	...	29	1	...
		Total ...	4	33	58	91	96·	81·	...	...	82	9	...

FORM No. 2.

(English and Vernacular) for the official year 1881-82.—(Continued.)

Number of scholars on 31st March, 1882, learning.						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed*	
English.	Vernacular	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle school examination.
8d	8b	8c	8d	8e	8f	9a	9b	9e	9d	9e	9f	9	10	11	12	13
						Rs	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs a. p	Rs. a. p.		
97	61	...	1	53	2	1,500	...	...	500	...	1,000	3,000	35 4 8	17 10 4	1	5
28	28	...	...	...	...	300	...	...	112	...	384	796	39 12 10	15 0 0	...	2
56	31	...	...	25	...	852	36	...	63	162	153	1,266	29 7 1	20 10 5	...	...
392	17	...	5	247	123	14,650	...	48	4,212	...	...	18,910	64 8 7	50 0 0	19	4
866	400	...	7	409	209	15,185	36	524	4,453	1,211	11,235	32,594	45 7 4	21 2 7	13	21
28	20	...	...	8	...	...	...	198	74	...	173	445	23 6 9	...	...	...
1,386	437	...	12	664	332	29,785	36	770	8,739	1,211	11,408	51,949	50 7 9	28 15 8	32	25
18	5	...	...	13	...	1,748	...	...	61	...	...	1,809	139 2 6	134 7 5	...	3
27	23	...	...	3	1	1,787	...	...	75	243	16	2,121	111 10 1	94 0 10	...	3
16	9	...	...	5	2	1,674	...	...	72	...	...	1,746	109 2 0	104 10 0	...	3
61	37	...	...	21	3	5,209	...	...	208	243	16	5,676	118 4 0	108 8 4	...	9
54	37	...	...	...	33	1,512	...	...	370	48	740	2,670	68 7 5	40 0 0	2	6
20	20	...	...	...	5	800	...	...	58	...	754	1,612	124 0 0	61 8 7	...	...
74	57	...	...	...	38	2,312	...	...	428	48	1,494	4,282	82 5 6	45 6 9	2	6
2,400	691	...	13	1,479	412	1,24,644	56	2,665	11,789	4,132	328	1,43,614	77 15 8	67 11 4	72	151
2,983	974	227	48	912	311	48,998	36	2,190	27,127	4,144	50,552	1,33,047	81 8 5	30 0 9	45	59
42	25	...	...	17	...	...	...	198	114	300	487	1,099	42 4 3	...	...	...
4,525	1,690	297	61	2,408	723	1,73,642	92	5,053	39,030	8,576	51,367	2,77,760	79 5 11	49 10 3	117	210
471	336	...	32	228	78	9,762	...	7,632	2,849	...	3,192	23,435	65 10 3	27 5 6	12	15
39	4	...	...	35	...	3,206	...	...	247	...	...	3,453	90 13 11	84 5 11	2	2
38	4	...	...	34	...	3,503	...	...	186	...	...	3,689	119 0 1	113 0 0	3	3
29	4	...	...	25	...	2,760	43	...	174	...	...	2,977	110 4 4	103 13 3	1	...
12	14	...	...	12	...	645	...	...	11	15	685	1,356	135 9 7	64 8 0	...	...
41	18	...	...	37	...	3,405	43	...	185	15	685	4,333	117 1 9	93 3 2	1	...
64	27	...	...	33	4	3,796	...	...	310	22	...	4,128	84 3 11	77 7 7	5	3
35	1	...	...	34	...	2,704	...	...	186	...	11	2,901	100 0 5	93 3 8	4	3
79	1	...	...	78	...	9,298	140	...	418	...	...	9,856	149 5 4	142 15 11	7	11
40	1	..	...	38	1	3,040	...	...	207	...	16	3,263	112 8 4	104 13 3	1	2
12	12	...	...	...	...	165	...	274	15	...	...	454	41 4 4	15 0 0	...	2
8	4	...	...	4	...	...	...	1,316	...	...	...	1,316	219 5 4	...	...	...
60	17	...	...	42	1	3,205	...	1,590	222	...	16	5,033	109 6 7	69 10 9	1	4
61	10	...	...	50	1	2,984	...	60	291	...	...	3,335	68 0 11	60 14 4	3	2
30	30	...	...	...	...	1,158	...	...	81	...	1,202	2,441	76 4 6	36 3 0	...	...
91	40	...	...	50	1	4,142	...	60	372	...	1,202	5,776	71 5 0	51 2 2	3	2

SUBSIDIARY

Statistical Return of high and middle schools

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1882. In high schools.	In middle schools.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1882. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Rae Bareli.	Rae Bareli ...	Government	2	25	40	65	53	46	1	1	47	16	...
	Sultanpur ...	Ditto	2	14	26	40	34	25	...	...	32	8	...
	Partabgarh ...	Ditto	2	18	19	37	31	27	...	1	29	7	...
		Grand total of Government schools.	22	211	316	527	486	416	1	3	415	108	...
		Grand total, of aided schools.	12	199	347	546	493	410	6	14	438	87	1
		Grand total, of unaided schools.	2	...	8	8	8	6	...	...	8	...	...
		Great Grand total of English schools Oudh.	36	410	671	1,081	987	832	7	17	861	195	1
		Great Grand Total of English schools, North-Western Provinces and Oudh.	139	1,571	4,041	5,612	5,215·15	4,331.52	237	178	4,300	893	9
		Vernacular Schools.											
Meerut.	Dehra Dún ...	Government	1	...	11	11	9	8	...	...	8	3	...
	Saharanpur ...	Ditto	11	...	81	81	74	72	...	...	38	43	...
	Muzaffarnagar ...	Ditto	10	...	104	104	80	65	...	...	84	20	...
	Meerut ...	Ditto	7	...	73	73	70	54	...	...	56	17	...
	Bulandshahr ...	Ditto	8	...	126	126	89	72	...	...	95	31	...
	Aligarh ...	Ditto	23	...	144	144	159	133	...	...	133	11	...
		Total Government schools,	60	...	539	539	481	404	...	...	414	125	...
Agra.	Muttra ...	Government	15	...	95	95	97·19	82·56	...	...	94	1	...
	Agra ...	Ditto	13	...	96	96	71·40	60·00	...	...	93	3	...
	Farrukhabad ...	Ditto	12	...	108	108	112·74	96·84	...	...	104	4	...
	Mainpuri ...	Ditto	10	...	46	46	52·16	42·05	...	...	45	1	...
	Etawáh ...	Ditto	18	...	126	126	127·25	97·16	...	...	123	3	...
	Etáh ...	Ditto	17	...	169	169	147·00	124·00	...	...	144	25	...
		Total Government schools,	85	...	640	640	607·74	502 61	...	...	603	37	...
Rohilkhand.	Bijnor ...	Government	9	...	123	123	99	85	...	...	58	65	...
		Aided	1	...	11	11	12	9	...	...	3	8	...
		Total ...	10	...	134	134	111	94	...	...	61	73	...
	Moradabad ...	Government	14	...	88	88	81	60	...	...	55	33	...
	Budaun ...	Ditto	20	...	165	165	110	88	...	...	100	65	...
	Bareilly ...	Ditto	11	...	81	81	77	60	...	...	55	26	...
	Pilibhít ...	Ditto	8	...	52	52	43	37	...	...	43	9	...
	Sháhjahánpur ...	Ditto	10	...	62	62	52	39	...	...	43	19	...
		Total Government schools,	72	...	571	571	462	369	...	...	354	217	...
		Total aided schools ...	1	...	11	11	12	9	...	...	3	8	...
		Grand Total ...	73	...	582	582	474	378	...	...	357	225	...

FORM No. 2.

(*English and Vernacular*) *for the official year* 1881-82—(continued.)

Number of scholars on 31st March, 1882, learning.						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
65	7	...	...	58	...	4,412	...	180	434	...	...	5,026	109 4 2	95 14 6	...	4
40	3		...	37	...	3,645	...	...	167	...	20	3,832	153 4 9	145 12 8	1	1
37	9	...	...	28	...	2,726	...	...	217	...	...	2,943	109 0 0	100 15 4	4	2
527	71	...	...	450	6	42,074	183	240	2,837	22	47	45,403	109 2 3	101 9 3	31	33
525	392	...	32	240	78	11,730	...	7,906	2,956	15	5,079	27,686	67 8 5	28 9 9	12	17
8	4	...	...	4	...	...	...	1,316	...	...	...	1,316	219 5 4	...	...	...
1,060	467	...	32	694	84	53,804	183	9,462	5,793	37	5,126	74,405	89 6 10	64 14 3	43	50
5,585	2,157	227	93	3,102	807	227,446	275	14,515	44,823	8,613	56,493	3,52,165	81 4 10	52 9 2	160	260
...	11	...	...	8	...	116	...	...	13	36	...	165	20 10 0	14 8 0	...	...
...	81	...	...	...	...	590	424	...	55	24	...	1,093	15 2 11	14 1 4	...	1
...	104	...	...	104	...	1,035	285	...	72	8	...	1,400	21 8 7	20 4 11	...	12
...	73	...	...	...	...	700	...	...	106	10	...	816	15 1 9	12 15 5	...	11
...	126	...	...	50	...	1,439	...	...	133	...	...	1,572	21 13 4	19 15 9	...	5
...	144	...	...	...	...	892	938	...	184	...	...	2,014	15 2 3	13 12 2	...	29
...	539	...	...	162	...	4,772	1,647	...	563	78	...	7,060	17 7 7	15 14 3	...	58
...	95	...	...	...	...	777	705	...	21	7	...	1,510	18 4 8	17 15 3	...	19
...	96	...	...	5	...	882	98	...	25	...	...	1,005	16 12 0	16 5 4	...	24
...	108	...	...		...	1,490	423	...	32	...	...	1,945	20 1 4	19 12 1	...	18
...	46	...	...	...	...	505	328	...	48	2	...	883	21 0 0	19 12 11	...	15
...	126	...	...	...	...	463	1,070	...	25	168	...	1,726	17 12 3	15 12 5	...	41
...	169	...	...	37	...	1,078	937	...	18	...	...	2,033	16 6 4	16 4 0	...	34
...	649	...	...	42	...	5,195	3,561	...	169	177	...	9,102	18 1 9	17 6 9	...	151
...	123	...	...	118	...	793	125	...	102	188	...	1,208	14 3 5	10 12 10	...	23
...	11	...	...	11	...	129	...	134	7	...	...	270	30 0 0	14 5 4	...	1
...	134	...	...	129	...	922	125	134	109	188	...	1,478	15 11 7	11 2 3	...	24
...	88	...	...	73	...	1,231	428	...	80	...	96	1,835	30 9 4	27 10 5	...	3
...	165	...	...	160	...	1,269	1,754	...	74	...	...	3,095	35 2 9	34 5 8	...	14
...	81	...	...	79	...	890	762	...	84	60	...	1,796	29 14 11	27 8 6	...	15
...	52	...	...	38	...	284	475	...	25	...	...	784	21 3 0	20 8 3	...	2
...	62	...	...	14	...	455	405	...	40	...	...	900	23 1 3	22 0 10	...	6
...	571	...	...	472	...	4,922	3,949	...	403	248	96	9,618	26 1 0	24 0 8	...	63
...	11	...	...	11	...	129	...	134	7	...	...	270	30 0 0	14 5 4	...	1
...	...	...	...	483	...	5,051	3,949	134	410	248	96	9,885	26 2 6	23 12 11	...	64

SUBSIDIARY

Statistical Return of high and middle schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1882. In high schools.	In middle schools.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1882. Europeans and Eurasians.	Native Christians	Hindus.	Muhammadans.	Others.
	2	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Allahabad.	Cawnpore ...	Government	32	...	194	194	165·82	166·49	...	...	188	6	...
	Fatehpur ...	Ditto	12	...	68	68	63·92	60·52	...	...	46	22	...
	Bánda ...	Ditto	8	...	41	41	36·11	31·60	...	...	38	3	...
	Hamírpur ...	Ditto	11	...	109	109	84	74	...	...	92	17	...
	Allahabad ...	Ditto	7	...	65	65	49	46	...	...	32	33	...
	Jaunpur ...	Ditto	5	...	43	43	42	35	...	...	40	3	...
		Total Government schools.	75	...	520	520	440·85	413·61	...	...	436	84	...
	Azamgarh ...	Government	15	...	117	117	131·6	105·09	...	...	105	12	...
	Mirzapur ...	Ditto	7	15	79	94	79 81	59·18	...	...	68	26	...
		Aided	1	...	39	39	43 4	28·35	...	...	35	4	...
		Total ...	8	15	118	133	123·21	87·53	...	...	103	30	...
Benares.	Benares ...	Government	6	...	32	32	37·54	29·21	...	...	31	1	...
	Gházipur ...	Government	13	...	82	82	79 08	76·66	...	...	75	7	...
		Aided	4	94	64	158	158·95	134·27	...	...	75	83	...
		Total ...	17	94	146	240	238·03	210·93	...	...	150	90	...
	Gorakhpur ...	Government	18	15	223	238	219·12	182·8	...	...	185	53	...
	Basti ...	Ditto ...	9	...	53	53	55 98	48 32	...	...	53	...	...
	Ballia ...	Ditto ...	6	...	46	46	41·	36 43	...	...	44	2	...
		Total Government schools	74	30	632	662	644·13	537 69	...	...	561	101	...
		Total Aided Schools ...	5	94	103	197	202·35	162·62	...	...	110	87	...
		Grand Total ...	79	124	735	859	846·48	700·31	...	...	671	188	...
Jhansi.	Jhánsi ...	Government	6	...	23	23	23	20	...	...	23	...	...
	Jalaun ...	Ditto ...	10	...	31	31	38	28	...	...	28	3	...
	Lalitpur ...	Ditto ...	3	...	16	16	13	11	...	...	16	...	...
		Total Government schools,	19	...	70	70	74	59	...	...	67	3	...
Kumaun.	Kumaon ...	Government ...	5	...	9	9	9	8	...	...	9	...	...
		Aided ...	1	...	33	33	35	26	...	...	33	...	...
		Total ...	6	...	42	42	44	34	...	...	42	...	...
	Garhwál ...	Government ...	6	...	9	9	9	7	...	...	9	...	...
	Tarái ...	Ditto ...	2	...	6	6	6	4	...	...	6	...	...
		Total Government Schools	13	...	24	24	24	19	...	...	24	...	...
		Total Aided Ditto	1	..	33	33	35	26	...	...	33	...	...
		Grand Total ...	14	...	57	57	59	45	...	...	57	...	...
	North-Western Provinces	Grand Total Government Schools	398	30	2,996	3,026	2,733·72	2,394 91	...	...	2,459	567	...
		Grand Total Aided schools	7	94	147	241	249·35	197.62	...	...	146	95	...

FORM No. 2.

and Vernacular) for the official year 1881-82—(continued).

Number of scholars on 31st March, 1882, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government	Matriculation or equivalent examination.	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	16	13
							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs a. p	Rs. a. p.		
...	194	...	...	...	...	420	433	...	...	...	...	853	5 2 0	5 2 0	...	21
...	53	...	...	25	...	470	536	...	118	...	...	1,124	18 9 2	16 10 0	...	4
...	41	...	...	15	...	213	...	...	24	...	...	237	7 8 0	6 11 10	...	5
...	109	...	...	...	...	603	1,301	...	10	...	...	1,914	25 13 10	25 11 8	...	8
...	65	...	...	...	...	825	...	...	65	...	20	910	19 12 6	17 14 11	...	14
...	49	...	...	13	...	173	...	...	24	...	...	197	5 10 1	4 15 1	...	3
...	505	...	...	53	...	2,704	2,270	...	241	...	20	5,235	12 10 6	12 0 5	...	55
...	117	...	...	26	...	1,700	848	...	202	55	...	2,805	26 11 1	24 3 11	...	11
...	32	...	8	30	24	644	51	750	41	...	...	1,486	25 1 9	11 11 11	2	7
...	...	...	1	4	34	47	33	59	59	...	...	198	6 15 8	2 13 2	...	...
...	32	...	9	34	58	691	84	809	100	...	...	1,684	19 3 9	8 13 8	2	7
...	32	...	...	4	...	217	212	...	20	...	...	449	15 5 11	14 10 11	...	10
...	82	...	...	...	...	381	330	...	24	...	...	735	9 9 5	9 4 5	...	21
...	18	...	44	76	20	1,093	...	...	333	213	906	2,545	18 15 3	8 2 2	16	...
...	100	...	44	76	20	1,474	330	...	357	213	906	3,280	15 8 10	8 8 10	16	21
...	223	...	19	66	20	1,953	726	...	63	...	...	2,742	15 0 0	14 10 6	4	11
...	53	...	...	6	...	659	579	...	30	...	...	1,268	26 3 11	25 10 0	...	6
...	46	...	...	...	...	445	106	...	...	...	...	551	15 2 0	15 2 0	...	3
...	585	...	27	132	44	5,999	2,852	750	380	55	...	10,036	18 10 8	16 7 5	6	69
...	18	...	45	80	54	1,140	33	59	392	213	906	2,743	16 13 11	7 3 5	16	...
...	603	...	72	212	98	7,139	2,885	809	772	268	906	12,779	18 4 0	14 5 0	22	69
...	23	...	...	...	...	278	...	...	14	...	...	292	14 9 7	13 14 5	...	3
...	31	...	...	...	...	500	464	...	36	...	...	1,000	35 11 5	34 6 10	...	9
...	16	...	...	...	...	151	58	...	5	...	...	214	19 7 3	19 0 0	...	...
...	70	...	...	...	...	929	522	...	55	...	...	1,506	25 8 5	24 9 6	...	12
...	9	...	...	...	...	160	15	...	...	...	...	175	21 14 0	21 14 0	...	2
...	...	...	...	...	33	200	...	155	65	...	...	420	16 2 5	7 11 1	...	...
...	9	...	...	...	33	360	15	155	65	...	...	595	17 8 0	11 0 6	...	2
...	9	...	...	...	...	72	26	...	...	...	...	98	14 0 0	14 0 0	...	...
...	6	...	...	3	...	40	36	...	24	...	...	100	25 0 0	19 0 0	...	1
...	24	...	...	3	...	272	77	...	24	...	...	373	19 10 1	18 5 11	...	3
...	...	...	...	...	33	200	...	155	65	...	...	420	16 2 5	7 11 1	...	...
...	24	...	...	3	33	472	77	155	89	...	...	793	17 9 11	12 3 2	...	3
...	2,934	...	27	864	44	24,793	14,878	750	1,835	558	116	42,930	18 10 0	17 3 4	6	411
...	29	...	45	91	87	1,469	33	348	464	213	906	3,433	17 5 11	7 9 7	16	1

SUBSIDIARY

Statistical return of high and middle schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1882. In high schools.	In middle schools.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1882. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
		Great grand Total Vernacular Schools, North-Western Provinces.	405	124	3,143	3,267	2,983·07	2,502·53	...	...	2,605	662	...
		Grand Total of English and Vernacular Schools North-Western Provinces.	508	1,285	6,513	7,798	7,211·22	6,002·05	230	156	6,044	1,360	8
LUCKNOW.	Lucknow ...	Government ...	4	...	47	47	33	26	...	...	22	25	...
	Unao ...	Ditto ...	8	...	65	65	59	49	...	...	53	12	...
	Bara Banki ...	Ditto ...	7	...	41	41	38	34	...	...	31	10	...
SITAPUR.	Sitapur ...	Ditto ...	6	...	39	39	37	36	...	...	35	4	...
	Hardoi ...	Ditto ...	8	...	97	97	72	62	...	...	66	31	...
	Kheri ...	Ditto ...	4	...	26	26	23	19	...	...	22	4	...
FYZABAD.	Fyzabad ...	Ditto ...	5	...	75	75	69	63	...	...	68	7	...
	Bahraich ...	Ditto ...	3	...	31	31	19	17	...	...	15	16	...
	Gonda ...	Ditto ...	5	..	42	42	38	31	..	...	39	3	...
RAE BARELI.	Rae Bareli ...	Ditto ...	3	...	21	21	24	21	...	...	14	7	...
	Sultanpur ...	Ditto ...	2	...	21	21	24	19	...	...	18	3	...
	Partabgarh ...	Ditto ...	2	...	31	31	26	24	...	...	19	12	...
		Grand Total, Government Vernacular Schools Oudh.	57	...	536	536	462	401	...	...	402	134	...
		Grand Total of English and Vernacular Schools Oudh.	93	410	1,207	1,617	1,449	1,233	7	17	1,263	329	1
		Great grand total of English and Vernacular Schools, North-Western Provinces and Oudh.	601	1,695	7,720	9,415	8,660·22	7,235·05	237	173	7,307	1,689	9

FORM No. 2.

and Vernacular) for the official year 1881-82—(concluded).

Number of scholars on 31st March, 1882, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle school examination.
3a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
...	2,963	...	72	955	131	26,262	14,911	1,098	2,299	771	1,022	46,363	18 8 5	16 7 2	22	412
4,525	4,653	227	133	3,363	854	1,99,904	15,003	6,151	41,329	9,347	52,389	324,123	54 0 0	35 12 10	139	622
...	57	...	...	10	...	1,220	342	...	64	80	...	1,706	65 9 10	60 1 3	...	5
...	81	...	...	34	5	1,351	146	...	123	...	140	1,760	35 14 8	30 8 9	...	9
...	42	...	...	17	...	1,247	214	...	46	...	...	1,507	44 5 2	42 15 7	...	6
...	45	...	...	27	2	1,380	175	...	46	...	...	1,601	44 7 7	43 3 1	...	7
...	154	...	...	70	3	756	1,220	...	96	...	13	2,085	33 10 1	31 13 11	...	12
...	27	...	...	15	...	700	361	...	34	...	102	1,197	63 0 0	55 13 5	...	2
...	38	...	...	27	42	1,866	...	...	37	60	396	2,359	37 7 1	29 9 11	...	8
...	46	...	...	31	...	445	37	...	27	6	...	515	30 4 9	28 5 7	...	...
...	42	...	...	5	...	760	152	...	49	14	4	979	31 9 3	29 6 6	...	2
...	22	...	...	7	...	684	12	...	23	...	...	719	34 3 11	33 2 3	...	15
...	31	...	...	7	...	602	...	...	28	...	...	630	33 2 6	31 10 11	...	7
...	31	...	...	...	...	378	...	...	36	...	75	489	20 6 0	15 12 0	...	2
...	611	...	...	250	52	11,589	2,659	...	609	160	730	15,547	38 12 4	35 0 6	...	75
1,060	1,078	...	32	944	136	65,193	2,842	9,452	6,402	197	5,856	89,952	72 15 3	55 2 10	43	125
5,585	5,731	227	165	4,307	990	2,65,097	17,845	15,613	47,731	9,544	58,245	4,14,075	57 3 8	39 1 8	182	747

R. GRIFFITH,

Director of Public Instruction, N.-W. P. and Oudh.

SUBSIDIARY

Statistical Return of Female High and Middle Schools

District.	Name or class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1882.			Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1882.		
			In high school.	In middle school.	Total.			Europeans and Eurasians.	Native Christians.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c
English schools.										
Dehra Dún	Aided ...	4	17	71	88	93	84	64	24	...
Agra ... ... —	Ditto ...	1	...	40	40	46	43	40	...	...
Bareilly	Ditto ...	1	...	37	37	43	40	...	37	...
Allahabad	Ditto ...	4	56	90	146	133	123	146	...	...
Lucknow	Ditto ...	2	1	30	31	33	28	17	14	...
Total, English schools ...	...	12	74	268	342	348	318	267	75	...
Vernacular schools.										
Garhwal (Kumaun)	Dittô ...	1	...	6	6	6	6	...	6	...
Total of English and Vernacular schools, North-Western Provinces and Oudh	...	13	74	274	348	354	324	267	81	...

FORM No. 3.

(*English and Vernacular*), *for the official year* 1881-82.

Number of scholars on 31st March, 1882, learning				*Expenditure.*						*Annual cost of educating each scholar.*		*Number passed.*		Remarks.
English.	Vernacular.	Latin.	Persian.	Grants from provincial revenues.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or other equivalent examination.	Middle school examination.	
8a	8b	8c	8d	9a	9b	9c	9d	9e	9	10	11	12	13	14
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
88	25	...	7	1,765	...	8,716	24	6,260	16,765	199 9 4	21 0 2	1	...	
40	...	...	...	900	...	486	...	414	1,800	41 13 9	20 14 11	...	4	
37	37	...	37	900	...	...	...	1,231	2,131	53 4 5	22 8 0	...	...	
146	7	60	...	3,838	...	7,284	215	...	11,337	92 2 9	31 3 3	36*	26*	* Including those who have passed equivalent examinations.
31	21	...	11	615	186	439	...	1,893	3,133	111 14 3	21 15 5	...	...	
342	90	60	55	8,018	186	16,925	239	9,798	35,166	110 9 4	25 3 5	37	30	
4	6	...	...	168	...	...	...	259	427	71 2 8	28 0 0	...	...	
346	96	60	55	8,186	186	16,925	239	10,057	35,593	109 13 8	25 4 3	37	30	

R. T. H. GRIFFITH,
Director of Public Instruction, N.-W. P. and Oudh.

SUBSIDIARY

Statistical Return of Primary Schools (English and

Division.	District.	Name or class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1882. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1882. Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
		ENGLISH SCHOOLS.											
MEERUT.	Dehra Dún ...	Aided ...	3	60	100	160	174	141	52	6	88	14	...
	Saháranpur ...	Government ...	2	34	98	132	134	117	...	...	90	42	...
		Aided ...	3	28	180	208	238	184	21	1	133	53	...
		Total ...	5	62	278	340	372	301	21	1	223	95	...
	Muzaffarnagar,	Government ...	3	57	59	116	118	106	...	...	97	19	...
	Meerut ...	Government ...	4	85	171	256	246	203	...	...	207	49	...
		Aided ...	2	38	215	253	249	205	25	13	132	83	...
		Total ...	6	123	386	509	495	408	25	13	339	132	...
	Bulandshahr ...	Government ...	1	41	56	97	92	81	...	1	71	25	...
	Aligarh ...	Government ...	3	112	128	240	208	159	1	...	197	42	...
		Aided ...	3	108	35	143	139	113	18	1	43	81	...
		Total ...	6	220	163	383	347	272	19	1	240	123	...
		Total, Govt. Schools...	13	329	512	841	798	666	1	1	662	177	...
		Total, Aided Schools...	11	234	530	764	800	643	116	21	396	231	...
		GRAND TOTAL ...	24	563	1,042	1,605	1,598	1,309	117	22	1,058	408	...
AGRA.	Muttra ...	Government ...	1	56	94	150	166	133	...	...	135	15	...
		Unaided ...	2	15	53	68	69	60	...	...	64	4	...
		Total ...	3	71	147	218	235	193	...	...	199	19	...
	Agra ...	Government ...	2	141	355	496	410	373	58	3	315	120	...
		Aided ...	9	307	1,024	1,331	1,185	1,016	178	184	751	218	...
		Unaided ...	1	...	30	30	26	22	...	...	22	8	...
		Total ...	12	448	1,409	1,857	1,621	1,411	236	187	1,088	346	...
	Etáwah ...	Government ...	1	58	99	157	159	139	...	2	134	19	2
	Etah ...	Government ...	1	16	33	49	54	40	...	1	44	4	...
		Unaided ...	3	3	70	73	73	59	...	...	53	20	...
		Total ...	4	19	103	122	127	99	...	1	97	24	...
	Mainpuri ...	Government ...	1	20	79	99	88	74	...	...	94	5	...
	Farukhabad ...	Government ...	1	19	68	87	75	61	...	...	71	16	...
		Aided ...	2	29	101	130	107	96	9	1	95	25	...
		Unaided ...	1	5	25	30	28	22	...	...	27	3	...
		Total ...	4	53	194	247	210	179	9	1	193	44	...
		Total, Govt. Schools...	7	310	728	1,038	952	820	58	6	793	179	2
		Total, Aided Schools...	11	336	1,125	1,461	1,292	1,112	187	185	846	243	...
		Total, Unaided Schools.	7	23	178	201	196	163	...	...	166	35	...
		GRAND TOTAL ...	25	669	2,031	2,700	2,440	2,095	245	191	1,805	457	2
ROHILKHAND.	Bijnor ...	Government ...	1	15	87	102	103	90	...	...	68	34	...
	Moradabad ...	Government ...	2	32	167	199	184	158	...	...	105	94	...
		Aided ...	2	28	190	218	201	169	...	47	107	64	...
		Total ...	4	60	357	417	385	327	...	47	212	158	...

FORM No. 4.

Vernacular) for boys for the official year 1881-82.

Number of scholars on 31st March, 1882, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
160	23	...	...	108	...	1,920	...	...	3,743	...	1,653	7,316	51 14 2	13 9 10	2	2
132	97	...	...	...	...	777	...	...	323	480	34	1,614	13 12 9	6 10 3	10	10
205	187	...	...	7	...	1,538	...	...	1,144	228	1,530	4,440	24 2 2	8 5 9	14	16
337	284	...	...	7	...	2,315	...	...	1,467	708	1,564	6,054	20 1 10	7 11 1	24	26
116	43	...	...	12	...	798	...	...	191	492	308	1,789	16 14 0	7 8 5	13	10
256	152	...	...	...	...	440	...	...	735	1,008	649	2,832	13 15 2	2 2 8	23	19
253	142	...	...	86	...	701	...	...	590	149	2,664	4,104	20 0 3	3 6 8	5	5
339	294	...	...	86	...	1,141	...	...	1,325	1,157	3,313	6,936	17 0 0	2 12 8	28	24
97	97	...	...	...	...	797	...	...	296	279	...	1,372	16 15 0	9 13 5	14	15
240	240	...	...	...	...	377	...	133	613	586	136	1,845	11 9 8	2 5 11	15	22
143	52	...	8	65	...	770	...	116	1,170	412	1,648	4,116	36 6 10	6 13 0	25	12
383	292	...	8	65	...	1,147	...	249	1,783	998	1,784	5,961	21 14 8	4 3 6	40	34
841	629	...	...	12	...	3,189	...	133	2,158	2,845	1,127	9,452	14 3 1	4 12 7	75	76
761	404	...	8	266	...	4,929	...	116	6,647	789	7,495	19,976	31 1 1	7 10 8	46	35
1,602	1,033	...	8	278	...	8,118	...	249	8,805	3,634	8,622	29,428	22 7 8	6 3 3	121	111
150	134	...	...	...	...	1,500	...	...	520	281	...	2,301	17 4 10	11 4 5	16	17
68	68	...	...	...	...	...	...	...	121	780	315	1,216	20 4 3	...	4	12
218	202	...	...	...	...	1,500	...	...	641	1,061	315	3,517	18 3 7	7 12 4	20	29
496	251	...	...	141	59	8,073	...	...	2,546	...	...	10,619	28 7 6	21 10 4	79	193
1,290	1,048	...	...	232	12	8,384	...	74	3,743	705	6,067	18,973	18 10 9	8 4 0	84	132
30	...	...	...	...	...	...	...	344	...	...	...	344	15 10 2	...	...	4
1,816	1,299	...	...	373	71	16,457	...	418	6,289	705	6,067	29,936	21 3 2	11 10 7	163	329
157	157	...	...	...	...	2,252	...	...	323	140	...	2,715	19 8 6	16 3 3	17	17
49	49	...	...	24	...	570	...	...	182	24	...	776	19 6 5	14 4 0	7	15
73	69	...	...	12	...	...	...	120	30	896	...	1,046	17 11 8	...	3	6
122	118	...	...	36	...	570	...	120	212	920	...	1,822	18 6 6	5 12 1	10	21
99	84	...	...	15	...	1,059	...	...	64	...	...	1,123	15 2 10	11 5 0	15	15
87	87	...	...	...	...	735	...	...	160	15	...	910	14 14 8	12 0 9	16	16
130	121	...	...	...	...	1,050	...	...	255	545	540	2,390	24 14 4	10 15 0	5	8
30	...	...	...	...	...	...	...	167	1	...	...	168	7 10 2	...	2	3
247	208	...	...	...	...	1,785	...	167	416	560	540	3,468	19 6 0	9 15 7	23	27
1,038	762	...	...	180	59	14,189	...	...	3,795	460	...	18,444	22 7 11	17 4 10	150	273
1,420	1,169	...	...	232	12	9,434	...	74	3,998	1,250	6,607	21,363	19 [illegible] 5	8 7 9	89	140
201	137	...	...	12	...	...	...	631	152	1,676	315	2,774	17 0 4	...	9	25
2,659	2,068	...	...	424	71	23,623	...	705	7,945	3,386	6,922	42 581	20 5 2	11 4 5	248	438
102	102	...	...	...	...	843	...	32	274	49	...	1,198	13 5 0	9 5 10	8	6
199	199	...	...	...	...	698	...	750	639	600	...	2,687	17 0 1	4 6 8	19	25
166	213	...	...	173	...	848	...	...	178	480	942	2,448	14 7 9	5 0 3	1	2
365	412	...	...	173	...	1,546	...	750	817	1,080	942	5,135	15 11 3	4 11 8	20	27

SUBSIDIARY

Statistical Return of Primary Schools (English and

Division.	District.	Name or class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1882. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1882. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Rohilkhand—(concld.)	Budaun ...	Government ...	2	20	121	141	136	121	...	...	90	51	...
	Bareilly ...	Government ...	1	24	148	172	147	121	...	...	141	31	...
		Aided ...	2	25	182	207	186	165	...	3	142	62	...
		Total ...	3	49	330	379	333	286	...	3	283	93	...
	Sháhjahánpur,	Government ...	1	14	102	116	109	90	...	...	66	49	1
		Aided ...	1	42	181	223	208	170	4	218	...	1	...
		Total ...	2	56	283	339	317	260	4	218	66	50	1
	Pilibhít ...	Government ...	1	12	39	51	56	45	...	...	32	19	...
		Total, Govt. Schools ...	8	117	664	781	735	625	...	...	502	278	1
		Total, Aided Schools ...	5	95	553	648	595	504	4	268	249	127	...
		Grand Total ...	13	212	1,217	1,429	1,330	1,129	4	268	751	405	1
Allahabad.	Cawnpore ...	Government ...	1	83	141	224	159	142	1	...	187	36	...
		Aided ...	5	79	213	292	297	236	82	14	168	28	...
		Total ...	6	162	354	516	456	378	83	14	355	64	...
	Fatehpur ...	Government ...	1	53	66	119	118	104	...	...	96	23	...
	Bánda ...	Government ...	1	29	30	59	62	45	...	1	35	23	...
	Hamírpur ...	Government ...	1	16	36	52	48	38	...	...	37	15	...
	Allahabad ...	Government ...	1	84	125	209	249	214	...	2	157	49	1
		Aided ...	7	147	392	539	562	463	258	114	130	37	...
		Total ...	8	231	517	748	811	677	258	116	287	86	1
	Jaunpur ...	Government ...	1	23	121	144	138	100	...	...	89	55	...
		Aided ...	1	28	66	94	106	85	3	2	66	23	...
		Total ...	2	51	187	238	244	185	3	2	155	78	...
		Total, Govt. Schools ...	6	288	519	807	774	643	1	3	601	201	1
		Total, Aided Schools ..	13	254	671	925	965	784	343	130	364	88	...
		Grand Total ...	19	542	1,190	1,732	1,739	1,427	344	133	965	289	1
Benares.	Azamgarh ...	Aided ...	1	28	53	81	97	67	...	3	57	21	...
	Mirzapur ...	Government ...	1	18	68	86	80	65	...	...	72	14	...
		Aided ...	1	32	145	177	174	133	...	...	130	47	...
		Unaided ...	1	10	22	32	31	30	...	...	32	...	...
		Total ...	3	60	235	295	285	228	...	...	234	61	...
	Benarés ...	Government ...	1	57	147	204	219	189	...	1	154	49	...
		Aided ...	8	301	731	1,032	1,036	788	71	66	790	105	...
		Total ...	9	358	878	1,236	1,255	977	71	67	944	154	...
	Gházipur ...	Aided ...	3	140	147	287	258	126	...	15	207	65	...
		Unaided ...	1	14	18	32	28	25	...	...	28	4	...
		Total ...	4	154	165	319	286	151	...	15	235	69	...

FORM No. 4.

Vernacular) for boys for the official year 1881-82—(continued.)

Number of scholars on 31st March, learning						Expenditure.							Annual cost of educating each scholar.		Number passed.	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
141	87	...	...	54	...	755	...	...	358	695	...	1,808	14 15 1	6 3 10	16	7
172	117	...	...	50	5	1,711	...	...	855	...	...	2,566	21 3 4	14 2 3	15	13
207	207	...	...	...	...	1,440	...	...	396	1,429	...	3,265	19 12 7	8 11 8	24	24
379	324	...	...	50	5	3,151	...	...	1,251	1,429	...	5,831	20 6 2	11 0 3	39	37
116	116	...	...	...	...	978	...	...	450	312	...	1,740	19 5 4	10 13 10	11	15
111	223	...	...	...	...	2,000	...	...	...	...	2,040	4,040	23 12 3	11 12 3	6	9
227	339	...	...	...	...	2,978	...	...	450	312	2,040	5,780	22 3 8	11 7 3	17	24
51	33	...	6	9	3	...	...	...	8	1,033	...	1,041	23 2 2	...	6	5
701	654	...	6	113	8	4,985	...	782	2,584	2,689	...	11,040	17 10 7	7 15 7	75	71
484	643	...	...	173	...	4,288	...	...	574	1,909	2,982	9,753	19 5 7	8 8 1	31	35
1,265	1,297	...	6	286	8	9,273	...	782	3,158	4,598	2,982	20,793	18 6 8	8 3 5	106	106
224	...	...	11	171	42	1,398	...	10	658	...	...	2,066	14 9 6	9 14 0	32	22
257	168	...	...	43	6	3,056	...	...	3,000	240	1,876	8,172	34 9 3	12 15 2	40	44
481	168	...	11	214	48	4,454	...	10	3,658	240	1,876	10,238	27 1 4	11 12 6	72	66
119	119	...	...	...	...	2,329	244	...	312	54	...	2,939	28 4 1	24 11 10	8	20
59	2	...	...	57	...	1,495	...	...	258	...	...	1,753	38 15 3	33 3 7	7	9
52	52	...	...	...	...	1,603	...	...	157	...	...	1,760	46 5 1	42 2 11	17	7
209	209	...	...	56	28	1,308	...	...	990	540	...	2,838	13 4 2	6 1 9	62	23
481	379	...	...	10	...	5,527	...	...	4,955	823	3,015	14,320	30 14 10	11 14 11	51	108
690	588	...	...	66	28	6,835	...	...	5,945	1,363	3,015	17,158	25 5 6	10 1 6	113	131
144	12	...	...	129	3	881	...	...	296	...	...	1,177	11 12 3	8 12 11	8	11
94	20	...	...	74	...	900	...	725	250	...	97	1,972	23 3 2	10 9 4	8	18
238	32	...	...	203	3	1,781	...	725	546	...	97	3,149	17 0 4	9 10 0	16	29
807	394	...	11	413	73	9,014	244	10	2,671	594	...	12,533	19 7 10	14 6 4	134	92
832	567	...	...	127	6	9,483	...	725	8,205	1,063	4,988	24,464	31 3 3	12 1 6	99	170
1,639	961	...	11	540	79	18,497	244	735	10,876	1,657	4,988	36,997	25 14 9	13 2 1	233	262
81	21	...	...	60	...	600	...	...	225	24	600	1,449	21 9 11	8 15 2	25	21
86	70	...	6	7	3	1,473	...	...	496	...	...	1,969	30 4 7	22 10 6	9	5
177	130	...	...	47	...	1,600	...	...	200	...	1,400	3,200	24 0 11	12 0 5	7	10
32	5	...	...	27	...	...	...	310	102	...	...	412	13 11 8	...	...	...
295	205	...	6	81	3	3,073	...	310	798	...	1,400	5,581	24 7 6	13 7 6	16	15
204	147	...	...	41	16	1,244	...	...	1,434	...	...	2,678	14 2 8	5 9 3	69	38
1,032	867	5	...	72	20	6,048	...	1,180	3,216	1,200	2,450	14,094	17 14 2	7 10 7	58	125
1,236	1,014	5	...	113	36	7,292	...	1,180	4,650	1,200	2,450	16,772	17 2 8	7 7 5	127	163
287	186	...	...	86	15	1,196	...	...	526	106	972	2,800	22 3 6	9 7 10	54	32
32	9	...	...	...	...	...	...	41	17	...	67	125	5 0 0	...	6	5
319	195	...	...	86	15	1,196	...	41	543	106	1,039	2,925	19 5 11	7 14 8	60	37

SUBSIDIARY

Statistical Return of Primary Schools (English and

Division.	District.	Name or class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1882. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1882. Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
BENARES—(concld.)	Gorakhpur ...	Aided ...	1	40	163	203	194	154	1	44	114	42	2
	Basti ...	Aided ...	1	55	57	112	102	71	...	...	85	27	...
	Ballia ...	Aided ...	1	54	60	114	131	89	...	...	101	13	...
		Total, Govt. Schools ...	2	75	215	290	299	254	...	1	226	63	...
		Total, Aided Schools ...	16	650	1,356	2,006	1,992	1,428	72	128	1,484	320	2
		Total, Unaided Schools,	2	24	40	64	59	55	...	...	60	4	...
		GRAND TOTAL ...	20	749	1,611	2,360	2,350	1,737	72	129	1,770	387	2
JHÁNSI.	Jhánsi ...	Government ...	1	8	48	56	55	45	...	...	47	9	...
		Unaided ...	1	...	21	21	22	17	...	...	20	1	...
		Total ...	2	8	69	77	77	62	...	...	67	10	...
	Jalaun ...	Government ...	2	15	90	105	85	73	...	...	60	45	...
	Lalitpur ...	Government ...	1	3	46	49	57	44	...	...	29	8	12
		Total, Govt. Schools ...	4	26	184	210	197	162	...	...	136	62	12
		Total, Unaided Schools,	1	...	21	21	22	17	...	...	20	1	...
		GRAND TOTAL ...	5	26	205	231	219	179	...	...	156	63	12
KUMAUN.	Kumaun ...	Government ...	1	4	21	25	22	18	...	...	23	2	...
		Aided ...	2	76	258	334	294	252	...	7	314	11	2
		Total ...	3	80	279	359	316	270	...	7	337	13	2
	Garhwál ...	Aided ...	1	21	69	90	86	65	...	25	62	1	2
		Total, Govt. Schools ...	1	4	21	25	22	18	...	...	23	2	...
		Total, Aided Schools ...	3	97	327	424	380	317	...	32	376	12	4
		GRAND TOTAL ...	4	101	348	449	402	335	...	32	399	14	4
N.-W.P.	Grand Total of Government Schools ...		41	1,149	2,843	3,992	3,777	3,188	60	11	2,943	962	16
	Grand Total of Aided Schools ...		59	1,666	4,562	6,228	6,024	4,788	722	764	3,715	1,021	6
	Grand Total of Unaided Schools ...		10	47	239	286	277	235	...	...	246	40	...
	Great Grand Total, English Schools, North-Western Provinces.		110	2,862	7,644	10,506	10,078	8,211	782	775	6,904	2,023	22
LUCKNOW.	Lucknow ...	Aided ...	9	339	1,059	1,398	1,386	1,078	17	60	925	394	2
		Unaided ...	1	...	22	22	25	18	...	...	18	4	...
		Total ...	10	339	1,081	1,420	1,411	1,096	17	60	943	398	2
	Bara Banki ...	Government ...	3	36	201	237	229	191	1	...	189	46	1
	Unao ...	Government ...	2	28	187	215	198	164	1	4	119	91	...
SITAPUR.	Sitapur ...	Government ...	5	38	230	268	234	208	...	...	173	95	...
		Aided ...	3	43	240	283	272	209	...	4	173	105	1
		Total ...	8	81	470	551	506	417	...	4	346	200	1
	Hardoi ...	Government ...	2	49	118	167	149	132	...	...	129	38	...
	Kheri ...	Government ...	2	23	68	91	89	77	...	1	77	13	...
		Aided ...	1	...	36	36	36	28	...	29	7	...	...
		Total ...	3	23	104	127	125	105	...	30	84	13	...

FORM No. 4.

Vernacular) for boys for the official year 1881-82—(continued.)

Number of scholars on 31st March, 1882, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
203	173	...	...	32	...	1,500	...	...	405	...	1,000	2,905	18 3 4	9 11 10	75	40
112	85	...	...	27	...	355	...	...	113	...	492	960	13 8 3	5 0 0	27	34
114	93	...	...	21	...	633	216	...	253	78	142	1,322	14 13 7	7 1 9	10	14
290	217	...	6	48	19	2,717	...	...	1,930	...	...	4,647	18 4 8	10 11 1	78	43
2,006	1,555	5	...	345	35	11,932	216	1,180	4,938	1,408	7,056	26,730	18 11 4	8 8 0	256	276
64	14	...	...	27	...	...	...	351	119	...	67	537	9 12 0	...	6	5
2,360	1,786	5	6	420	54	14,649	216	1,531	6,987	1,408	7,123	31,914	18 5 11	8 8 11	340	324
46	26	...	...	30	...	850	...	...	147	...	2	999	22 3 2	18 14 3	2	2
21	...	...	...	...	...	...	...	...	...	...	349	349	20 8 6	...	...	...
67	26	...	...	30	...	850	...	...	147	...	351	1,348	21 11 10	13 11 4	2	2
85	75	...	...	...	...	935	...	...	138	283	164	1,520	20 13 2	12 12 11	3	4
43	49	...	...	...	...	907	...	...	155	...	...	1,062	24 2 2	20 9 10	2	2
174	150	...	...	30	...	2,692	...	...	440	283	166	3,581	22 1 8	16 9 10	7	8
21	...	...	...	...	...	...	...	...	...	...	349	349	20 8 6	...	...	...
195	150	...	...	30	...	2,692	...	...	440	283	515	3,930	21 15 3	15 0 7	7	8
4	21	...	...	...	...	...	...	...	...	150	...	150	8 5 4	8 5 4	...	2
220	295	...	...	...	12	2,300	...	...	869	24	1,221	4,414	17 8 3	9 3 6	23	36
224	316	...	...	...	12	2,300	...	...	869	174	1,221	4,564	16 14 5	9 2 8	23	38
53	90	...	...	5	22	600	...	...	83	...	403	1,086	16 11 3	9 3 8	19	14
4	21	...	...	...	...	...	...	...	...	150	...	150	8 5 4	8 5 4	...	2
273	385	...	...	5	34	2,900	...	...	952	24	1,624	5,500	17 5 7	9 3 7	42	50
277	406	...	...	5	34	2,900	...	...	952	174	1,624	5,650	16 13 10	9 2 9	42	52
3,935	2,827	...	23	796	159	36,786	244	925	13,578	7,021	1,293	59,847	18 12 4	11 9 10	519	565
5,776	4,723	5	8	1,148	87	42,966	216	2,095	25,314	6,443	30,752	1,07,786	22 8 2	9 0 3	563	706
286	151	...	...	39	...	...	...	982	271	1,676	731	3,660	15 9 2	...	15	30
9,997	7,701	5	31	1,983	246	79,752	460	4,002	39,163	15,140	32,776	1,71,293	20 13 9	9 12 3	1,097	1,301
1,092	1,163	...	9	381	27	5,443	...	1,082	2,868	...	3,384	12,777	11 13 7	5 0 9	84	109
22	...	...	...	4	...	...	...	...	...	...	72	72	4 0 0	...	...	...
1,114	1,163	...	9	385	27	5,443	...	1,082	2,868	...	3,456	12,849	11 11 7	4 15 5	84	109
114	172	...	...	73	...	594	...	...	465	240	...	1,299	6 12 9	3 1 9	9	33
141	142	...	...	124	...	925	240	...	395	...	...	1,560	9 8 2	7 1 8	3	26
139	202	...	...	121	...	926	197	...	425	312	...	1,860	8 15 0	5 6 4	3	11
68	281	...	...	49	14	990	...	...	123	45	1,177	2,335	11 2 9	4 11 9	8	16
207	483	...	...	170	14	1,916	197	...	548	357	1,177	4,195	10 0 11	5 1 0	11	27
111	109	...	...	59	...	683	...	...	439	159	...	1,281	9 11 3	5 2 9	11	29
59	57	...	...	42	...	544	47	...	249	...	73	913	11 13 9	7 10 11	6	15
13	60	...	...	1	...	89	...	...	...	...	180	269	9 9 8	3 2 10	...	...
72	117	...	...	43	...	633	47	...	249	...	253	1,182	11 4 2	6 7 8	6	15

SUBSIDIARY

Statistical Return of Primary Schools (English and

Division.	District	Name or class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1882. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1882. Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Fyzabad	Fyzabad ...	Government ...	5	107	397	504	478	399	...	5	334	153	12
	Gonda ...	Government ...	2	49	132	181	140	120	...	...	121	60	...
		Aided ...	1	58	84	142	130	88	...	..	122	20	...
		Total ...	3	107	216	323	270	208	...	...	243	80	...
	Bahraich ...	Government ...	3	39	160	199	195	161	...	...	86	113	...
		Aided ...	1	22	36	58	63	53	...	...	45	13	...
		Unaided ...	2	7	115	122	128	92	...	...	113	9	...
		Total ...	6	68	311	379	386	306	...	...	244	135	...
Rae Bareli	Rae Bareli ...	Government ...	3	55	135	190	179	151	...	...	102	88	...
	Sultanpur ...	Government ...	2	33	81	114	97	78	...	...	83	31	...
	Partabgarh ...	Government ...	2	40	121	161	149	131	...	...	117	44	...
Oudh.	Grand Total, Government Schools ...		31	497	1,830	2,327	2,137	1,812	2	10	1,530	772	13
	Grand Total, Aided Schools ...		15	462	1,455	1,917	1,887	1,456	17	93	1,272	532	3
	Grand Total, Unaided Schools ...		3	7	137	144	153	110	...	...	131	13	...
	Great Grand Total, English Schools, Oudh		49	966	3,422	4,388	4,177	3,378	19	103	2,933	1,317	16
	Grand Total of English Schools, North-Western Provinces and Oudh ...		159	3,828	11,066	14,894	14,255	11,589	801	878	9,837	3,340	38
	Vernacular Schools.												
Meerut.	Dehra Dún ...	Government... ...	26	104	578	682	662	560	...	5	623	54	...
		Aided	1	...	105	105	107	81	..	105	...	...	...
		Total ...	27	104	683	787	769	641	...	110	623	54	...
	Saháranpur ...	Government ...	131	555	3,631	4,186	4,098	3,198	...	...	2,484	1,702	...
		Aided	2	14	95	109	106	94	...	104	5	...	...
		Total ...	133	569	3,726	4,295	4,204	3,292	...	104	2,489	1,702	...
	Muzaffarnagar,	Government ...	116	540	3,099	3,639	3,564	2,745	...	...	2,522	1,117	...
	Meerut ...	Ditto ...	190	802	5,044	5,846	3,681	4,494	...	...	4,436	1,410	...
	Bulandshahr,	Government ...	115	765	3,540	4,305	4,248	3,567	...	...	3,473	832	...
		Aided	1	6	34	40	47	32	...	1	32	7	...
		Total ...	116	771	3,574	4,345	4,295	3,599	...	1	3,505	839	...
	Aligarh ...	Government ...	183	974	4,815	5,789	5,658	4,609	...	...	5,318	471	...
	Total, Government Schools ...		761	3,740	20,707	24,447	21,911	19,173	...	5	18,856	5,586	...
	Total, Aided Schools ...		4	20	234	254	260	207	...	210	37	7	...
	Grand Total		765	3,760	20,941	24,701	22,171	19,380	...	215	18,893	5,593	...
Agra.	Muttra ...	Government ...	134	676	4,344	5,020	4,959·32	4,128·15	...	...	4,811	209	...
	Agra ...	Government ...	189	865	3,857	4,722	4,662·00	3,548·00	...	...	4,569	153	...
	Farukhabad ...	Government ...	133	1,019	3,343	4,365	4,373·12	3,562·45	..	...	4,079	286	...
	Maiupúrí ...	Government ...	123	440	3,327	3,767	3·649·77	2,956·70	...	...	3,556	211	...
	Etáwah ...	Government ...	109	590	2,642	3,232	3,226·02	2,473·95	...	3	3,154	75	...
	Etah ...	Government ...	123	755	3,281	4,036	3,805·00	3,145·00	...	...	3,609	427	...
	Total, Government Schools ...		811	4,345	20,797	25,142	24,675·23	19,814·25	...	3	23,778	1,361	...

FORM No. 4.

Vernacular) for boys for the official year 1881-82—(continued).

Number of scholars on 31st March, 1882, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
231	397	...	...	170	...	2,966	159	...	952	480	...	4,557	11 6 9	7 13 4	18	43
85	79	...	...	92	...	945	8	48	364	130	...	1,495	12 7 5	7 15 1	11	39
118	233	...	...	...	...	402	...	...	58	...	418	878	9 15 8	4 9 1	7	25
203	312	...	...	92	...	1,347	8	48	422	130	418	2,373	11 6 7	6 8 3	18	64
123	160	...	...	106	...	1,362	...	...	382	240	16	2,000	12 6 9	8 7 4	10	25
38	58	...	...	...	...	220	...	330	54	...	...	604	11 6 4	4 2 5	5	9
77	142	...	...	6	6	...	...	2,632	...	...	...	2,632	28 9 8	...	...	...
238	360	...	...	112	6	1,582	...	2,962	436	240	16	5,236	17 1 9	5 2 9	15	34
123	135	...	...	98	...	1,135	...	...	447	240	...	1,822	12 1 1	7 8 3	15	32
80	95	...	...	53	...	1,225	...	...	270	120	100	1,715	21 15 8	15 11 3	9	15
113	48	...	...	96	...	718	240	...	405	...	120	1,483	11 5 2	7 5 0	11	28
1,819	1,596	...	...	1,034	...	12,023	891	48	4,793	1,921	309	19,985	11 0 5	7 2 0	101	296
1,329	1,795	...	9	431	41	7,144	...	1,412	3,103	45	5,159	16,863	11 9 3	4 14 6	104	159
99	142	...	...	10	6	...	...	2,632	...	...	72	2,704	24 9 3	...	...	...
2,747	3,533	...	9	1,475	47	19,167	891	4,092	7,896	1,966	5,540	39,552	11 11 4	5 15 0	205	455
12,744	11,234	5	40	3,458	293	98,919	1,351	8,094	47,059	17,106	38,316	2,10,845	18 3 1	8 10 5	1,302	1,756
...	682	...	...	58	...	576	2,327	...	33	436	...	3,372	6 0 4	5 2 11	7	61
...	105	...	...	...	...	240	...	...	18	...	807	1,065	13 2 4	2 15 4	...	7
...	787	...	...	58	...	816	2,327	...	51	436	807	4,437	6 14 9	4 14 6	7	68
...	4,186	...	...	...	...	1,170	10,656	...	277	632	122	12,857	4 0 4	3 11 2	41	228
30	109	...	...	...	...	1,860	...	...	12	...	2,348	4,220	44 14 4	19 13 0	8	4
30	4,295	...	...	...	...	3,030	10,656	...	289	632	2,470	17,077	5 3 0	4 2 6	49	232
...	3,639	...	...	1,523	21	1,373	10,135	...	310	156	80	12,054	4 6 3	4 3 1	113	227
...	5,846	...	...	...	...	1,387	17,796	...	702	886	...	20,771	4 9 11	4 4 3	66	251
...	4,305	...	...	211	...	4,046	12,342	...	442	741	144	17,715	4 15 6	4 9 6	118	334
10	16	...	...	14	...	60	...	...	29	432	...	521	16 4 6	1 14 0	...	...
10	4,321	...	...	225	...	4,106	12,342	...	471	1,173	144	18,236	5 1 1	4 9 1	118	334
...	5,789	...	...	...	...	2,171	18,628	...	375	899	...	22,073	4 12 7	4 8 3	155	493
...	24,447	...	...	1,792	21	10,723	71,884	...	2,139	3,756	346	88,842	4 10 1	4 4 11	500	1,594
40	230	...	...	14	...	2,160	...	...	59	432	3,155	5,806	28 0 9	10 6 11	8	11
40	24,677	...	...	1,806	21	12,883	71,884	...	2,198	4,182	3,501	94,648	4 14 1	4 5 11	508	1,605
...	5,020	...	...	...	...	2,159	12,892	...	314	435	...	15,800	3 13 2	3 10 3	115	524
...	4,722	...	...	50	...	1,918	15,893	229	173	198	...	18,411	5 3 0	5 0 3	84	297
...	4,365	...	...	...	...	1,221	11,035	...	208	193	...	12,657	3 8 10	3 7 0	202	312
...	3,767	...	...	...	...	754	10,677	122	236	104	...	11,893	4 0 4	3 13 10	59	240
...	3,232	...	...	...	...	691	9,957	...	263	467	...	11,378	4 9 7	4 4 10	127	236
...	4,036	...	...	71	...	1,034	9,368	136	53	720	...	11,311	3 9 6	3 4 11	119	299
...	25,142	...	...	121	...	7,777	69,822	487	1,247	2,117	...	81,450	4 1 9	3 14 7	716	1,908

SUBSIDIARY

Statistical Return of Primary Schools (English and

Division.	District.	Name or class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1882. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1882. Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Rohilkhand	Bijnor ...	Government ...	106	537	2,964	3,501	3,350	2,678	...	...	2,011	1,490	...
		Aided ...	1	15	84	99	89	81	...	...	56	43	...
		Total ...	107	552	3,048	3,600	3,439	2,759	...	...	2,067	1,533	...
	Moradabad ...	Government ...	131	567	3,393	3,960	3,820	2,974	...	...	2,550	1,408	2
		Aided ...	3	8	168	176	194	161	...	13	134	29	...
		Total ...	134	575	3,561	4,136	4,014	3,135	...	13	2,684	1,437	2
	Budaun ...	Government ...	111	671	2,731	3,402	3,554	2,828	...	...	2,508	894	...
	Bareilly ...	Government ...	115	592	3,303	3,895	3,849	1,911	...	...	2,818	1,077	...
		Aided ...	1	6	39	45	39	33	...	4	37	4	...
		Unaided ...	2	6	38	44	46	36	...	...	22	22	...
		Total ...	118	604	3,380	3,984	3,934	1,980	...	4	2,877	1,103	...
	Sháhjahánpur ...	Government ...	116	328	3,260	3,588	3,679	2,895	...	...	3,097	491	...
		Aided ...	3	21	123	144	140	105	...	11	111	1	21
		Total ...	119	349	3,383	3,732	3,819	3,000	...	11	3,208	492	21
	Pílibhít ...	Government ...	59	256	1,852	2,108	2,108	1,789	...	...	1,527	581	...
		Total, Govt. Schools ...	638	2,951	17,503	20,454	20,360	15,075	...	...	14,511	5,941	2
		Total, Aided Schools ...	8	50	414	464	462	380	...	28	338	77	21
		Total, Unaided Schools,	2	6	38	44	46	36	...	...	22	22	...
		Grand Total ...	648	3,007	17,955	20,962	20,868	15,491	...	28	14,871	6,040	23
Allahabad.	Cawnpore ...	Government ...	178	1,238	4,578	5,816	5,250	5,007	...	...	5,610	206	...
	Fatehpur ...	Government ...	96	554	2,731	3,285	2,989	2,677	...	...	2,919	366	...
	Bánda ...	Government ...	129	636	3,248	3,884	3,549	3,331	...	...	3,615	269	...
	Hamírpur ...	Government ...	66	744	2,636	3,380	3,387	2,748	...	...	3,092	288	...
	Allahabad ...	Government ...	185	710	3,086	3,796	3,891	3,114	...	...	2,354	1,442	...
	Jaunpur ...	Government ...	116	861	3,793	4,654	4,745	3,473	...	...	4,240	410	4
		Total ...	720	4,743	20,072	24,815	23,851	20,350	...	...	21,830	2,981	4
Benares.	Azamgarh ...	Government ...	145	1146	5,237	6,383	6,647	5,093	...	...	5,539	844	...
		Aided ...	3	2	75	77	80	65	...	...	61	16	...
		Total ...	148	1,148	5,312	6,460	6,727	5,158	...	...	5,600	860	...
	Mirzapur ...	Government ...	116	520	3,368	3,888	3,450	3,283	...	...	3,568	316	4
		Aided ...	8	36	159	195	117	149	...	5	176	14	...
		Total ...	124	556	3,527	4,083	3,567	3,432	...	5	3,744	330	4
	Benares ...	Government ...	100	612	3,084	3,696	3,579	2,689	...	...	3,528	168	...
		Aided ...	3	...	78	78	95	78	...	24	51	3	...
		Total ...	103	612	3,162	3,774	3,674	2,767	...	24	3,579	171	...
	Gházipur ..	Government ...	117	702	3,573	4,275	3,554	3,341	...	...	3,716	559	...
		Aided ...	2	33	80	113	111	102	...	10	49	54	...
		Total ...	119	735	3,653	4,388	3,665	3,443	...	10	3,765	613	...
	Gorakhpur ...	Government ...	186	1,296	6,148	7,444	7,178	5,388	...	...	7,022	422	...
		Aided ...	9	...	483	483	476	361	...	153	281	49	...
		Total ...	195	1,296	6,631	7,927	7,654	5,749	...	153	7,303	471	...

FORM No. 4.

Vernacular) for boys for the official year 1881-82—(continued.)

Number of scholars on 31st March, 1882, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p	Rs. a. p.		
...	3,501	...	...	1,523	...	1,089	11,364	...	282	350	...	13,085	4 14 2	4 10 5	149	435
...	99	...	...	47	...	184	...	216	64	...	...	464	5 11 8	2 4 4	4	9
...	3,600	...	...	1,570	...	1,273	11,364	216	346	350	...	13,549	4 14 7	4 9 3	153	444
...	3,922	...	7	1,175	10	903	13,360	...	285	1,030	59	15,637	5 4 2	4 12 9	100	392
...	164	...	...	74	...	204	...	...	51	...	284	539	3 5 7	1 4 3	2	5
...	4,086	...	7	1,249	10	1,107	13,360	...	336	1,030	343	16,176	5 2 7	4 9 10	102	397
...	3,402	...	...	939	...	903	8,137	...	257	521	...	9,818	3 7 7	3 3 2	138	249
...	3,895	...	...	1,326	...	983	11,418	...	105	...	59	12,565	6 9 2	6 7 10	95	261
...	42	...	...	3	...	60	...	...	...	...	120	180	5 7 3	1 13 1	2	...
...	23	...	8	28	...	...	...	346	...	...	83	429	11 14 8	...	...	4
...	3,960	...	8	1,357	...	1,043	11,418	346	105	...	262	13,174	6 10 5	6 4 8	97	265
...	3,543	...	...	144	45	1,034	10,716	...	230	1,583	72	13,635	4 11 4	4 0 11	63	322
...	137	...	...	2	5	192	...	228	16	...	264	700	6 10 8	1 13 3	1	3
...	3,680	...	...	146	50	1,226	10,716	228	246	1,583	336	14,335	4 12 5	3 15 8	64	325
...	2,054	...	19	300	26	418	5,228	...	61	1,395	...	7,102	3 15 6	3 2 6	48	156
...	20,317	...	26	5,407	81	5,330	60,223		1,220	4,879	190	71,842	4 12 3	4 5 7	593	1,815
...	442	...	...	136	5	640	...	444	131	...	668	1,883	4 15 3	1 10 11	9	17
...	23	...	8	28	...	...	...	346	...	..	83	429	11 14 8	...	...	4
...	20,782	...	34	5,561	86	5,970	60,223	790	1,351	4,879	941	74,154	4 12 7	4 4 4	602	1,836
...	5,816	...	...	88	...	2,325	19,573	...	...	699	...	23,097	4 9 9	4 7 6	568	1,380
...	3,198	...	..	87	...	1,311	11,395	...	106	267	..	13,079	4 14 2	4 11 11	35	260
...	3,884	...	...	...	...	1,927	12,379	...	214	305	...	14,825	4 7 2	4 4 8	15	228
...	3,380	...	...	...	...	1,772	8,365	...	76	...	...	10,213	3 11 5	3 11 0	43	262
...	3,796	...	...	...	...	1,246	15 303	...	...	504	...	17,053	5 7 10	5 5 0	222	380
.	4,654	...	...	301	...	1,376	11,459	...	191	468	...	13,494	3 14 2	3 11 1	152	402
.	24,728	...	...	476	...	10,457	78,474	...	587	2,243	...	91,761	4 8 1	4 5 11	1,035	2,912
...	6,373	...	4	496	5	752	13,647	...	...	268	...	14,605	2 13 10	2 13 2	141	318
...	77	...	...	...	...	240	.	...	60	...	40	340	5 3 8	3 11 1	...	...
...	6 450	...	4	496	5	992	13,647	...	60	206	40	14,9[illegible]5	2 14 4	2 13 4	141	318
...	3,797	...	15	74	10	1,001	8,352	1,883	138	726	...	12,100	3 10 11	2 13 6	85	202
...	160	...	...	35	...	277	51	78	130	...	396	982	6 4 1	2 3 2	...	...
...	3,957	...	15	109	10	1,278	8,403	1,961	268	726	396	13,032	3 12 9	2 13 1	85	20 2
...	3,696	...	...	...	...	442	8,203	...	64	924	...	9,633	3 9 3	3 3 5	97	133
.	78	..	...	...	...	228	...	...	...	...	360	588	7 8 [illegible]	2 14 9	...	...
...	3,774	...	...	...		670	8,203	...	64	924	360	10,221	3 11 1	3 3 3	97	133
...	4,275	...	...	32	...	1,502	11,064	...	94	212	...	12,872	3 13 7	3 12 2	95	212
...	28	...	17	64	4	308	...	...	49	53	441	851	8 5 5	3 0 3	5	21
..	4,303	...	17	96	4	1,810	11,064	...	143	265	441	13,723	3 15 9	3 11 9	100	233
.	7,414	...	20	52	20	2,156	15,015	...	535	...	...	17,706	3 4 6	3 2 11	45	486
...	465	...	...	70	...	768	...	...	172	601	817	2,357	6 8 5	2 2 0	...	...
...	7,879	...	20	122	20	2,924	15,015	...	707	600	817	20,063	3 7 10	3 1 11	45	486

SUBSIDIARY

Statistical Return of Primary Schools (English and

Division.	District.	Name or class of institutions.	Number of institutions.	Number of scholars on the roll on 31st March, 1882. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1882. Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
BENARES—(concld.)	Basti ...	Government ...	135	684	4,850	5,534	5,279	4,452	...	...	5,132	402	...
	Ballia ...	Government ...	75	418	2,522	2,940	2,739	2,383	...	...	2,692	248	...
		Total, Govt. Schools ...	874	5,378	28,782	34,160	32,426	26,629	...	...	31,197	2,959	4
		Total Aided Schools...	25	71	875	946	879	755	...	192	618	136	...
		Grand Total ...	899	5,449	29,657	35,106	33,305	27,384	...	192	31,815	3,095	4
JHÁNSI.	Jhánsi ...	Government ...	54	180	1,356	1,536	1,466	1,188	...	...	1,480	56	...
		Unaided ...	4	...	80	80	63	60	...	...	80	...	...
		Total ...	58	180	1,436	1,616	1,529	1,248	...	...	1,560	56	...
	Jalaun ...	Government ...	84	218	2,013	2,231	2,221	1,790	...	...	2,129	102	...
		Unaided ...	4	4	93	97	100	82	...	...	94	3	...
		Total ...	88	222	2,106	2,328	2,321	1,872	...	...	2,223	105	...
	Lalitpur ...	Government ...	22	93	675	768	759	592	...	...	751	17	...
		Total, Govt. Schools ...	160	491	4,044	4,535	4,446	3,570	...	...	4,360	175	...
		Total, Unaided Schools,	8	4	173	177	163	142	...	...	174	3	...
		GRAND TOTAL ...	168	495	4,217	4,712	4,609	3,712	...	...	4,534	178	...
KUMAUN.	Kumaun ...	Government ...	106	1,021	4,563	5,584	5,293	3,020	...	...	5,564	20	...
		Aided ...	10	41	565	606	578	385	...	13	581	10	2
		Total ...	116	1,062	5,128	6,190	5,871	3,405	...	13	6,145	30	2
	Garhwál ...	Government ...	44	269	1,959	2,228	1,867	1,210	...	...	2,188	...	40
		Aided ...	1	30	53	83	84	64	...	1	77	5	...
		Total ...	45	299	2,012	2,311	1,951	1,274	...	1	2,265	5	40
	Turái ...	Government ...	13	123	311	434	404	325	...	...	361	56	17
		Total, Govt. Schools ...	163	1,418	6,833	8,246	7,564	4,555	...	...	8,113	76	57
		Total, Aided Schools...	11	71	618	689	662	449	...	14	658	15	2
		GRAND TOTAL ...	174	1,484	7,451	8,935	8,226	5,004	...	14	8,771	91	59
N.-W. P.		Total, Govt. Schools ...	4,127	23,061	1,18,738	1,41,799	135,233·23	109,166·25	...	8	122,645	19,079	67
		Total, Aided Schools ...	48	212	2,141	2,353	2,263	1,791	...	444	1,651	235	23
		Total, Unaided Schools,	10	10	211	221	209	178	...	...	196	25	...
		Grand Total of Vernacular Schools, North-Western Provinces.	4,185	23,283	1,21,090	1,44,373	1,37,705·23	111,135·25	...	452	124,492	19,339	90
		Grand Total of English and Vernacular Schools, North-Western Provinces.	4,295	26,145	1,28,734	1,54,879	147,783·23	119,346·25	782	1,227	1,31,396	21,362	112
LUCKNOW	Lucknów ...	Government ...	76	336	2,349	2,685	2,607	1,971	...	...	2,008	677	...
		Unaided ...	1	...	59	59	57	32	...	...	59	...	...
		Total ...	77	336	2,408	2,744	2,664	2,003	...	...	2,067	677	...

FORM No. 4.

Vernacular) for boys for the official year 1881-82.—(*continued*)

Number of scholars on 31st March, 1882, learning						Expenditure.							Annual cost of educating each scholar.		Number passed.	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
...	5,534	...	...	167	...	1,065	11,601	...	38	...	...	12,704	2 13 7	2 13 6	68	266
...	2,505	...	...	35	...	1,003	6,323	...	...	...	...	7,326	3 1 2	3 1 2	36	138
...	33,994	...	39	856	35	7,921	74,205	1,883	869	2,068	...	86,946	3 4 2	3 1 4	567	1,755
...	868	...	17	169	4	1,821	51	78	411	653	2,054	5,068	6 11 4	2 7 8	5	21
...	34,862	...	56	1,025	39	9,742	74,256	1,961	1,280	2,721	2,054	92,014	3 5 9	3 1 1	572	1,776
...	1,536	...	...	...	...	1,342	4,043	...	320	164	111	5,980	5 0 6	4 8 6	32	80
...	80	...	...	...	...	...	...	...	...	...	518	518	8 10 2	...	...	2
...	1,616	...	...	...	...	1,342	4,043	...	320	164	629	6,498	5 3 4	4 5 0	32	82
...	2,231	...	...	...	...	726	7,343	...	196	286	...	8,551	4 12 5	4 8 2	65	123
...	97	...	...	...	...	...	...	...	...	...	387	387	4 11 6	...	1	4
...	2,328	...	...	...	...	726	7,343	...	196	286	387	8,938	4 12 5	4 5 0	66	127
...	768	...	...	...	...	244	1,476	64	91	170	...	2,045	3 7 3	2 14 6	21	30
...	4,535	...	...	...	...	2,312	12,862	64	607	620	111	16,576	4 10 3	4 4 0	118	233
...	177	...	...	...	...	...	...	...	...	...	905	905	6 5 11	...	1	6
...	4,712	...	...	...	...	2,312	12,862	64	607	620	1,016	17,481	4 11 4	4 1 5	119	239
...	5,584	...	...	...	...	1,353	7,672	...	...	...	...	9,025	2 15 10	2 15 10	77	92
...	404	...	...	...	76	1,268	...	457	265	...	1,203	3,193	8 4 8	3 4 8	13	29
...	5,988	...	...	...	76	2,621	7,672	457	265	...	1,203	12,218	3 9 4	3 0 4	90	121
...	2,206	...	...	...	22	1,455	3,372	...	...	...	...	4,827	3 15 9	3 15 9	27	51
40	83	...	...	...	40	400	...	...	17		145	562	8 12 6	6 4 0	12	12
40	2,289	...	...	...	62	1,855	3,372	...	17	...	145	5,389	4 3 8	4 1 7	39	63
...	434	...	...	109	...	200	772	...	37	113	...	1,122	3 7 2	2 15 10	17	25
...	8,224	...	...	109	22	3,098	11,816	...	37	113	...	14,974	3 4 7	3 4 0	121	168
40	487	...	...	...	116	1,668	...	457	282	...	1,348	3,755	8 5 9	3 11 5	25	41
40	8,711	...	...	109	138	4,676	11,816	457	319	113	1,348	18 729	3 11 10	3 4 8	146	209
...	1,41,337	...	65	8,761	159	47,528	3,79,266	2,434	6,766	15,799	647	4,52,399	4 2 3	3 14 6	3,650	10,385
40	1,967	...	17	309	125	6,289	51	979	883	1,035	7,225	16,512	9 3 6	3 8 7	47	90
...	200	...	8	28	...	...	...	346	...	...	988	1,334	7 7 10	...	1	10
40	1,43,554	...	90	9,098	284	53,817	3,79,337	3,759	7,589	16,875	8,860	4,70,237	4 3 8	3 14 4	3,698	10,485
10,037	1,51,255	5	121	11,081	530	1,33,569	3,79,797	7,761	46,752	32,015	41,936	6,41,530	5 6 0	4 4 6	4,795	11,786
...	2,717	...	2	321	...	915	7,567	...	785	1,207	142	10,616	5 6 2	4 4 10	91	156
...	...	...	...	...	59		...	...	...	...	161	161	5 0 7	...	...	...
...	2,717	...	2	321	59	915	7,567	...	785	1,207	303	10,777	5 6 1	4 3 9	91	156

SUBSIDIARY

Statistical Return of Primary Schools (English and

Division.	District.	Name or class of institutions.	Number of institutions.	Number of scholars on the rolls on 31st March, 1882. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1882. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Lucknow (concld.)	Unao ...	Government ...	119	555	3,737	4,292	4,321	3,311	...	...	3,790	502	...
	Bara Banki ...	Government ...	133	595	4,126	4,721	4,705	3,805	...	...	2,951	1,760	10
Sitapur	Sitapur ...	Government ...	117	876	3,606	4,482	4,660	3,469	...	...	3,711	771	...
		Unaided ...	3	...	70	70	86	67	...	2	51	11	6
		Total ...	120	876	3,676	4,552	4,746	3,536	...	2	3,762	782	6
	Hardoi ...	Government ...	133	766	3,952	4,718	4,826	3,864	...	1	4,015	702	...
	Kheri ...	Government ...	73	238	2,505	2,743	2,785	2,243	...	...	2,166	577	...
Fyzabad	Fyzabad ...	Government ...	83	799	2,468	3,267	3,433	2,424	...	...	2,446	821	...
	Bahraich ...	Government ...	77	678	2,915	3,593	3,624	2,599	...	...	2,832	760	1
		Aided ...	1	10	144	154	159	146	...	...	100	54	...
		Unaided ...	1	...	20	20	24	18	...	...	12	8	...
		Total ...	79	688	3,079	3,767	3,807	2,763	...	...	2,944	822	1
	Gonda ...	Government ...	106	622	2,726	3,348	3,325	2,629	...	...	2,745	603	...
		Aided ...	6	11	193	204	225	167	...	4	155	45	...
		Unaided ...	2	...	80	80	90	63	...	7	73	...	...
		Total ...	114	633	2,999	3,632	3,640	2,859	...	11	2,973	648	...
Rae Bareli	Rae Bareli ...	Government ...	116	1,141	3,973	5,114	5,076	4,073	...	...	4,353	761	...
	Sultanpur ...	Ditto ...	92	627	2,828	3,455	3,314	2,514	...	...	2,705	750	...
	Partabgarh ...	Government ...	77	793	2,044	2,837	2,805	2,157	...	...	2,197	640	...
		Aided ...	1	9	11	20	20	12	...	...	15	5	...
		Unaided ...	1	21	16	37	36	25	...	...	35	2	...
		Total ...	79	823	2,071	2,894	2,861	2,194	...	...	2,247	647	...
Oudh		Grand Total of Government Schools.	1,202	8,026	37,229	45,255	45,281	35,059	...	1	35,919	9,324	11
		Grand Total of Aided Schools.	8	30	348	378	404	325	...	4	270	104	...
		Grand Total of Unaided Schools.	8	21	245	266	293	205	...	9	230	21	6
		Great Grand Total of Vernacular Schools Oudh.	1,218	8,077	37,822	45,899	45,978	35,589	...	14	36,419	9,449	17
		Grand Total, of English and Vernacular Schools, Oudh.	1,267	9,043	41,244	50,287	50,155	38,967	19	117	39,352	10,766	33
		GREAT GRAND TOTAL OF ENGLISH AND VERNACULAR SCHOOLS, N.-W. P. AND OUDH.	5,562	35,188	1,69,978	205,166	197,938·23	158,313·25	801	1,344	170,748	32,128	145

SUBSIDIARY

Statistical Return of Primary Schools (English and

Division.	District.	Name or class of institutions.	Number of institutions.	Number of scholars on the rolls, on 31st March, 1882. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1882. Europeans and Eurasians	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Lucknow (concld.)	Unao ...	Government ...	119	555	3,737	4,292	4,321	3,311	...	...	3,790	502	...
	Bara Banki ...	Government ...	133	595	4,126	4,721	4,705	3,805	...	...	2,951	1,760	10
Sitapur	Sitapur ...	Government ...	117	876	3,606	4,482	4,660	3,469	...	...	3,711	771	...
		Unaided ...	3	...	70	70	86	67	...	2	51	11	6
		Total ...	120	876	3,676	4,552	4,746	3,536	...	2	3,762	782	6
	Hardoi ...	Government ...	133	766	3,952	4,718	4,626	3,864	...	1	4,015	702	...
	Kheri ...	Government ...	73	238	2,505	2,743	2,785	2,243	...	...	2,166	577	...
Fyzabad	Fyzabad ...	Government ...	83	799	2,468	3,267	3,433	2,424	...	...	2,446	821	...
	Bahraich ...	Government ...	77	678	2,915	3,593	3,624	2,599	...	...	2,832	760	1
		Aided ...	1	10	144	154	159	146	...	...	100	54	...
		Unaided ...	1	...	20	20	24	18	...	...	12	8	...
		Total ...	79	688	3,079	3,767	3,807	2,763	...	...	2,944	822	1
	Gonda ...	Government ...	106	622	2,726	3,348	3,325	2,629	...	...	2,745	603	...
		Aided ...	6	11	193	204	225	167	...	4	155	45	...
		Unaided ...	2	...	80	80	90	63	...	7	73	...	...
		Total ...	114	633	2,999	3,632	3,640	2,859	...	11	2,973	648	...
Rae Bareli	Rae Bareli ...	Government ...	116	1,141	3,973	5,114	5,076	4,073	...	...	4,353	761	...
	Sultanpur ...	Ditto ...	92	627	2,828	3,455	3,314	2,514	...	...	2,705	750	...
	Partabgarh ...	Government ...	77	793	2,044	2,837	2,805	2,157	...	...	2,197	640	...
		Aided ...	1	9	11	20	20	12	...	...	15	5	...
		Unaided ...	1	21	16	37	36	25	...	...	35	2	...
		Total ...	79	823	2,071	2,894	2,861	2,194	...	...	2,247	647	...
Oudh		Grand Total of Government Schools.	1,202	8,026	37,229	45,255	45,281	35,059	...	1	35,919	9,324	11
		Grand Total of Aided Schools.	8	30	348	378	404	325	...	4	270	104	...
		Grand Total of Unaided Schools.	8	21	245	266	293	205	...	9	230	21	6
		Great Grand Total of Vernacular Schools Oudh.	1,218	8,077	37,822	45,899	45,978	35,589	...	14	36,419	9,449	17
		Grand Total, of English and Vernacular Schools, Oudh.	1,267	9,043	41,244	50,287	50,155	38,967	19	117	39,352	10,766	33
		GREAT GRAND TOTAL OF ENGLISH AND VERNACULAR SCHOOLS, N.-W. P. AND OUDH	5,562	35,188	1,69,978	205,166	197,938·23	158,313·25	801	1,344	170,748	32,128	145

FORM No. 4.

Vernacular) for boys for the official year 1881-82—(concluded.)

Number of scholars on 31st March, 1882, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
...	4,707	...	...	191	10	1,981	11,409	...	1,373	48	248	15,059	4 8 9	4 0 8	61	190
...	4,690	...	...	1,042	...	2,555	14,146	...	1,606	...	...	18,307	4 13 0	4 6 3	118	260
...	4,718	...	...	295	...	1,548	11,041	...	1,018	...	...	13,602	3 14 9	3 10 1	146	115
...	70	...	...	9	...	...	...	...	8	...	170	178	2 10 6	...	...	...
...	4,788	...	...	304	...	1,548	11,041	...	1,021	...	170	13,780	3 14 4	3 8 11	146	115
...	4,948	...	...	157	4	1,707	11,488	...	1,916	112	29	15,252	3 15 2	3 6 8	101	306
...	2,675	...	...	158	...	1,134	6,392	...	663	...	726	8,915	3 15 7	3 5 8	58	136
...	3,478	...	...	247	...	1,142	8,396	...	598	60	...	10,196	4 3 3	3 14 11	196	271
...	4,076	...	...	188	...	612	8,274	...	1,151	138	1	10,176	3 14 8	3 6 8	177	209
...	154	...	...	...	...	218	...	...	...	...	235	453	3 1 7	1 7 10	...	4
...	20	...	...	...	...	...	...	...	...	...	64	64	3 8 11	...	...	...
...	4,250	...	...	188	...	830	8,274	...	1,151	138	300	10,693	3 13 11	3 4 9	177	213
...	3,368	...	...	184	...	1,271	9,840	...	994	14	...	12,119	4 9 9	4 3 7	140	244
...	175	...	...	5	...	324	110	...	18	...	949	1,401	8 6 3	2 9 7	...	2
...	80	...	...	...	...	...	...	...	2	...	226	228	3 9 11	...	...	...
...	3,623	...	...	189	...	1,595	9,950	...	1,014	14	1,175	13,748	4 12 11	4 0 7	140	246
...	5,312	...	...	247	...	1,291	12,209	...	1,220	90	...	14,810	3 10 2	3 5 0	164	285
...	3,462	...	...	198	...	412	9,577	...	739	...	...	10,728	4 4 3	3 15 7	88	157
...	3,001	...	...	292	...	392	8,251	...	433	...	75	9,151	4 3 10	4 0 1	278	251
...	20	...	...	...	...	...	36	...	...	...	36	72	6 0 0	3 0 0	9	4
...	28	...	...	1	12	...	...	414	17	...	...	431	17 3 10	...	...	3
...	3,049	...	...	293	12	392	8,287	414	450	...	111	9,654	4 6 5	3 15 3	287	258
...	47,152	...	2	3,520	14	14,960	118,590	...	12,491	1,669	1,221	1,48,931	4 3 11	3 12 11	1,618	2,580
...	349	...	...	5	...	542	146	...	18	...	1,220	1,926	5 14 9	2 1 10	9	10
...	198	...	...	10	71	...	...	414	27	...	621	1,062	5 2 11	...	...	3
...	47,699	...	2	3,535	85	15,502	118,736	414	12,536	1,669	3,062	1,51,919	4 4 3	3 12 4	1,627	2,593
2,747	51,232	...	11	5,010	132	34,669	119,627	4,505	20,432	3,635	8,602	1,91,471	4 14 7	3 15 4	1,832	3,048
12,784	202,487	5	132	16,091	662	1,68,238	499,424	12,267	67,184	35,650	50,238	8,33,001	5 4 2	4 3 5	6,627	14,83[illegible]

B. T. H. GRIFFITH,

Director of Public Instruction, N.-W. P. and Oudh.

SUBSIDIARY

Statistical Return of Female Primary Schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1882. In Upper Division.	In Lower Division.	Total.	Average number on the rolls during the year.	Average daily attendance	Classification according to race or creed of the scholars on 31st March, 1882. Europeans and Eurasians.	Native Christians.	Hindús.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
		English Schools											
N.-W. Provinces	Dehra Dún ...	Aided	2	61	68	129	129	123	34	95	...	...	...
	Agra ...	"	4	80	215	295	307	300	120	175	...	...	...
	Moradabad ...	"	1	3	100	103	101	96	...	103	..	...	..
	Bareilly ...	"	1	28	211	239	248	243	...	239	...	...	...
	Budaun ...	"	1	..	60	60	56	52	...	60	...	...	...
	Allahabad ...	"	2	56	29	85	85	77	85		...	...	...
	Benares ...	"	2	...	53	53	56	52	6	47	...	...	...
		Total Aided Schools, N.-W. P.,	13	228	736	964	982	943	245	719	...	...	...
Oudh	Lucknow ...	Aided	4	112	327	439	408	305	87	60	123	156	13
	Kheri ...	"	1	...	29	29	33	27	...	29	...	...	...
		Total Aided Schools Oudh, ...	5	112	356	468	441	332	87	89	123	156	13
		GRAND TOTAL ENGLISH SCHOOLS, N.-W. P. AND OUDH.	18	340	1,092	1,432	1,423	1,275	332	808	123	156	13
		Vernacular Schools.											
Meerut	Saháranpur ...	Government	2	...	35	35	33	28	...	...	...	35	...
		Aided	7	...	155	155	99	94	...	...	...	155	...
		Unaided	5	...	124	124	136	111	...	...	92	32	...
		Total ...	14	..	314	314	268	233	...	...	92	222	...
	Muzaffarnagar ...	Government	1	...	20	20	24	19	...	...	...	20	...
	Meerut ...	" ...	2	...	45	45	39	31	...	...	45	...	...
		Aided	2	...	74	74	128	84	...	18	56	...	...
		Total ...	4	...	119	119	167	115	...	18	101	...	...
	Bulandshahr ...	Government	4	..	97	97	95	74	...	..	97	...	...
	Aligarh ..	"	10	7	206	213	206	157	...	...	213	...	...
		Total Government Schools ...	19	7	403	410	397	307	...	...	355	55	...
		Total Aided Schools ...	9	...	229	229	227	178	...	18	56	155	...
		Total Unaided Schools ...	5	...	124	124	136	111	...	..	92	32	...
		GRAND TOTAL ...	33	7	756	763	760	596	...	18	503	242	...
Agra.	Muttra .	Government	6	...	143	143	153	119	...	..	142	1	...
	Agra ..	"	6	7	109	116	107	95	...	...	116	...	...
		Aided . .	5	16	305	321	321	278	...	191	93	37	...
		Total ...	11	23	414	437	428	373	...	191	209	37	...
	Farukhabad .	Government	6	5	139	144	142	115	..	...	142	2	...
		Aided	9	60	161	221	225	196	...	61	160	...	...
		Total	15	65	300	365	367	311	...	61	302	2	...
	Mainpuri, ..	Government	5	7	100	107	107	90	...	...	98	9	...
		Aided	3	...	59	59	60	47	.	...	59	...	...
		Total ...	8	7	159	166	167	137	...	...	157	9	...

FORM No. 5.

and Vernacular) for the official year 1881-82.

Number of scholars on 31st March, 1882, learning				*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Arabic.	Persian.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper primary school examination.	Lower primary school examination.
8a	8b	8c	8d	9a	9b	9c	9d	9e	9f	9e	10	11	12	13
				Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a p.	Rs. a. p.		
129	...	...	...	1,897	...	...	3,131	336	3,355	8,719	70 14 2	15 6 9	7	16
295	176	...	...	6,240	...	...	8,552	...	4,207	18,999	63 5 3	20 12 10	19	41
30	103	...	...	480	...	...	...	...	700	1,180	12 4 8	5 0 0	...	2
68	239	...	...	1,200	...	...	...	...	1,640	2,840	11 11 0	4 15 0	9	35
19	69	...	...	360	..	...	59	...	686	1,105	21 4 0	6 14 9	...	1
85	...	...	...	2,462	...	...	4,611	145	...	7,218	93 11 10	31 15 7	16	9
53	50	...	...	504	...	95	...	...	1,520	2,119	40 12 0	9 11 1	...	...
679	628	...	...	13,143	...	95	16,353	481	12,108	42,180	44 11 8	13 15 0	51	104
192	338	4	6	4,153	...	930	2,155	...	2,556	9,794	32 1 9	13 9 10	11	28
10	58	...	...	89	...	...	...	...	400	489	18 1 9	3 4 9	...	3
202	396	4	6	4,242	...	930	2,155	...	2,956	10,283	30 15 7	12 12 5	11	31
881	1,024	4	6	17,385	...	1,025	18,508	481	15,064	52,463	41 2 4	13 10 2	62	135
...	35	...	...	192	...	...	...	...	...	192	6 13 9	6 13 9	...	...
...	155	...	...	420	...	...	...	...	810	1,230	13 1 4	4 7 6	...	..
...	124	...	...	...	...	...	...	300	1,029	1,329	11 15 7	...	...	...
...	314	...	...	612	...	...	...	300	1,839	2,751	11 12 11	2 10 0	...	...
...	20	...	...	120	...	...	...	...	...	120	6 5 1	6 5 1	...	1
...	45	...	...	163	...	...	...	...	..	163	5 4 2	5 4 2	...	1
...	74	...	...	264	...	...	10	...	1,548	1,822	21 11 1	3 2 3	...	3
...	119	...	...	427	...	...	10	...	1,548	1,985	17 4 2	3 11 5	...	4
...	97	...	...	309	...	...	...	185	...	494	6 13 9	4 4 8	...	7
...	213	...	...	932	...	...	...	...	...	932	5 15 0	5 15 0	...	8
...	410	...	...	1,716	...	...	...	185	...	1,901	6 3 1	5 9 5	...	17
...	229	...	...	684	...	...	10	...	2,358	3,052	17 2 4	3 13 6	...	3
...	124	...	...	...	...	...	...	300	1,029	1,329	11 15 7	...	...	...
...	763	...	...	2,400	...	...	10	485	3,387	6,282	10 8 8	4 0 5	...	20
...	143	...	...	412	...	...	...	...	...	412	3 7 5	3 7 5	...	6
...	116	...	...	411	...	...	...	...	..	411	4 5 3	4 5 3	...	46
...	321	...	...	1,492	.	...	...	...	3,344	4,836	17 [illegible] 4	5 5 10	12	15
...	437	...	...	1,903	...	...		...	3,344	5,247	14 1 1	5 1 8	12	61
...	144	...	...	351	85	...	...	...	..	436	3 12 8	3 12 8	3	21
...	221	...	...	576	...	...	...	...	480	1,056	5 6 2	2 15 0	...	8
..	365	.	...	927	85	...	...	...	480	1,492	4 12 9	3 4 1	.. 3	29
...	107	...	...	361	...	...	...	...	...	361	4 0 2	4 0 2	3	5
...	59	...	...	108	..	108	...	...	...	216	4 9 6	2 4 9	...	1
...	166	...	...	469	...	108	...	...	...	577	4 3 5	3 6 9	1	6

SUBSIDIARY

Statistical Return of Female Primary Schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1882. In Upper Division.	In Lower Division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1882. Europeans and Eurasians.	Native Christians.	Hindus.	Mohammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
		Vernacular Schools.—(contd.)											
Agra—*cold.*	Etáwáh ...	Government	5	2	102	104	92	79	...	...	104	...	...
	Etah ...	"	7	33	151	184	183	145	...	...	180	4	...
		Total Government Schools ...	35	54	744	798	784	643	...	...	782	16	...
		Total Aided Schools ...	17	76	525	601	606	521	...	252	312	37	...
		Grand Total ...	52	130	1,269	1,399	1,390	1,164	...	252	1,094	53	...
Rohilkhand.	Bijnor ...	Government	4	...	101	101	86	80	...	...	1	100	...
		Aided	6	...	152	152	152	127	...	46	1	105	...
		Total ...	10	...	253	253	238	207	...	46	2	205	...
	Moradabad ...	Government	9	...	172	172	168	124	...	...	51	121	...
		Aided	16	...	453	453	426	339	...	...	86	367	...
		Total ...	25	...	625	625	594	463	...	...	137	488	...
	Budaun ...	Government	9	...	186	186	194	153	...	...	107	79	...
		Aided	16	...	231	231	262	230	...	...	65	166	...
		Total ..	25	...	417	417	456	383	...	...	172	245	...
	Bareilly ...	Government	1	...	34	34	27	22	...	...	34	...	...
		Aided	5	...	95	95	85	83	...	...	95	...	...
		Total ...	6	...	129	129	112	105	...	...	129	...	...
	Sháhjáhánpur ...	Aided	14	...	275	275	251	234	...	2	169	91	13
	Pilibhit ...	Government	1	...	48	48	55	47	...	...	...	48	...
		Total Government Schools ...	24	...	541	541	530	426	...	...	193	348	...
		Total Aided Schools ...	57	...	1,206	1,206	1,176	1,013	...	48	416	729	13
		Grand Total ...	81	...	1,747	1,747	1,706	1,439	...	48	609	1,077	13
Allahabad	Cawnpore ...	Government	6	...	111	111	88	84	...	...	111	...	...
		Aided	1	12	35	47	52	45	...	47	...	...	...
		Total ...	7	12	146	158	140	129	...	47	111	...	...
	Jaunpur ...	Government	3	...	55	55	61	44	...	...	28	27	...
		Total Government Schools ...	9	...	166	166	149	128	...	...	139	27	...
		Total Aided Schools ...	1	12	35	47	52	45	...	47	...	...	...
		Grand Total ...	10	12	201	213	201	173	...	47	139	27	...
Benares.	Azamgarh ...	Government	2	10	62	72	64	42	...	...	67	5	...
		Aided	1	...	32	32	30	28	...	1	24	7	...
		Total ...	3	10	94	104	94	70	...	1	91	12	...
	Mirzápur ...	Government	3	5	67	72	70	58	...	...	72	...	...
		Aided	5	...	113	113	115	101	...	33	45	35	...
		Total ...	8	5	180	185	185	159	...	33	117	35	...
	Benares ...	Government	3	2	64	66	59	43	...	...	64	2	...
		Aided	9	...	722	722	675	537	...	9	651	62	...
		Total ...	12	2	786	788	734	580	...	9	715	64	...

FORM No. 5—(*continued.*)

and Vernacular) for the official year 1881-82.

Number of scholars on 31st March, 1882, learning				*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Arabic.	Persian.	Grants from Provincial Revenues	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper primary school examination.	Lower primary school examination.
8a	8b	8c	8d	9a	9b	9c	9d	9e	9f	9	10	11	12	13
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
..	104	...	...	220	...	...	...	...	...	220	2 12 7	2 12 7	...	2
...	184	...	...	354	46	...	..	36	47	483	3 5 4	2 12 1	...	...
...	798	...	...	2,109	131	...	..	36	47	2,323	3 8 3	3 7 9	4	80
..	601	...	...	2,176	...	108	...	...	3,824	6,108	11 11 7	4 2 10	12	24
...	1,399	...	...	4,285	131	108	...	36	3,871	8,431	7 3 11	3 12 8	16	104
...	101	...	...	...	218	...	...	72	...	290	3 10 0	2 11 7	...	...
...	152	...	...	600	...	...	...	...	1,020	1,620	12 12 1	4 11 7	...	...
...	258	...	...	600	218	...	...	72	1,020	1,910	9 3 8	3 15 3	...	...
...	172	...	...	...	521	...	..	200	184	905	7 4 9	4 8 3	...	9
...	453	...	...	912	...	...	...	...	1,248	2,160	6 5 11	2 11 1	...	...
..	625	...	..	912	521	...	...	200	1,432	3,065	6 9 11	3 1 6	...	9
...	186	...	...	366	92	...	...	213	...	671	4 6 2	2 15 11	...	6
...	231	...	...	540	...	...	...	480	343	1,363	5 14 10	2 5 7	...	...
...	417	...	...	906	92	...	...	693	343	2,034	5 5 0	2 9 8	..	6
...	34	...	...	...	131	...	...	...	...	131	5 15 3	5 15 3	...	2
...	95	...	...	180	...	...	...	...	300	480	5 12 6	2 2 8	...	...
...	129	...	..	180	131	...	...	...	300	611	5 13 1	2 15 5	...	2
...	275	...	...	420	...	79	...	...	800	1,299	5 8 10	1 12 9	...	...
...	48	...	...	132	...	...	...	48	...	180	3 13 3	2 12 11	...	4
...	541	...	...	498	962	...	...	533	184	2,177	5 1 9	3 6 10	...	21
..	1,206	...	...	2,652	...	79	...	480	3,711	6,922	6 13 4	2 9 11	...	...
...	1,747	...	...	3,150	962	79	...	1,013	3,895	9,099	6 5 2	2 13 9	...	21
...	111	...	...	423	...	...	...	...	...	423	5 0 7	5 0 7	...	32
...	47	...	...	900	...	...	...	...	1,200	2,100	46 10 8	20 0 0	8	9
...	158	...	...	1,323	...	...	...	...	1,200	2,523	19 8 11	10 4 1	8	41
...	55	...	...	347	...	...	...	...	...	347	7 14 2	7 14 2	...	6
...	166	...	...	770	...	...	...	...	...	770	6 0 3	6 0 3	...	38
...	47	...	...	900	...	...	...	...	1,200	2,100	46 10 8	20 0 0	8	9
...	213	...	..	1,670	...	...	...	...	1,200	2,870	16 9 5	9 10 5	8	47
...	72	...	...	207	...	...	...	...	...	207	4 14 10	4 14 10	2	4
..	32	...	...	120	...	...	...	...	120	240	8 9 2	4 4 6	...	10
...	104	...	...	327	...	...	...	...	120	447	6 6 2	4 10 9	2	14
...	72	...	...	357	...	...	...	...	...	357	6 2 6	6 2 6	...	10
...	113	.	...	600	...	...	...	...	698	1,298	12 13 7	5 15 1	...	...
...	185	...	...	957	...	...	...	...	698	1,655	10 6 6	6 0 4	...	10
...	66	...	...	377	...	...	...	...	..	377	8 12 3	8 12 3	...	7
...	722	...	...	2,040	...	...	...	400	3,512	5,952	11 1 4	3 12 9	...	...
...	788	...	...	2,417	...	...	...	400	3,512	6,329	10 14 7	4 2 8	...	7

SUBSIDIARY

Statistical Return of Female Primary Schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1882. In Upper Division.	In Lower Division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1882. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
		Vernacular Schools.—concld.											
Benares.—(concluded.)	Gházipur ...	Government	3	...	75	75	70	65	...	1	70	4	...
		Aided	1	...	27	27	39	31	...	...	27	...	...
		Total ...	4	..	102	102	109	96	...	1	97	4	...
	Gorakhpur ...	Government	2	8	46	54	52	35	...	...	52	2	...
		Aided	5	...	324	324	324	279	...	...	268	56	...
		Total ...	7	8	370	378	376	314	...	...	320	58	...
	Basti ...	Government	3	2	99	101	100	82	...	...	57	44	...
		Total, Government Schools ...	16	27	413	440	415	325	...	1	382	57	...
		Total, Aided Schools ...	21	...	1,218	1,218	1,183	976	...	43	1,015	160	...
		Grand Total ...	37	27	1,631	1,658	1,598	1,301	...	44	1,397	217	...
Jhánsi.	Jhánsi ...	Government	1	...	21	21	20	10	...	...	21	...	...
	Jalaun ...	"	1	2	18	20	20	18	...	...	20	...	...
	Lalitpur ...	"	1	...	21	21	44	25	...	...	21	...	...
		Total, Government Schools...	3	2	60	62	84	53	...	...	62	...	...
Kumaun.	Garhwál ...	Government	4	...	115	115	115	89	...	...	115	...	...
		Aided	1	5	28	33	33	32	...	31	2	...	...
		Total ...	5	5	143	148	148	121	...	31	117	...	...
N.-W. P.	Grand Total, Government Schools ...		110	90	2,442	2,532	2,474	1,971	...	1	2,028	503	...
	" Aided schools ...		106	93	3,241	3,334	3,277	2,765	...	439	1,801	1,081	13
	" Unaided schools ...		5	...	124	124	136	111	...	...	92	32	...
Grand Total, Vernacular Schools, N.-W. P. ...			221	183	5,807	5,990	5,887	4,847	...	440	3,921	1,616	13
Grand Total, of English and Vernacular Schools, N.-W. P.			234	411	6,543	6,954	6,869	5,790	245	1,159	3,921	1,616	13
		Oudh Division.											
Lucknow.	Lucknow ...	Government	11	55	263	318	317	223	...	...	46	272	...
		Aided	16	29	420	449	412	316	...	1	67	381	...
		Total ...	27	84	683	767	729	539	...	1	113	653	...
	Barabanki ...	Government	1	2	20	22	20	7	...	...	...	22	...
Sitapur.	Sitapur ...	"	4	3	82	85	83	67	...	...	82	3	...
	Hardoi ...	"	9	14	202	216	223	169	...	...	145	71	...
	Kheri ...	"	6	8	136	144	143	103	...	...	70	74	...
Fyzabad.	Gonda ...	Government ...	7	3	128	131	133	90	...	...	88	43	...
		Unaided ...	3	...	70	70	83	50	...	17	1	52	...
		Total ...	10	3	198	201	216	140	...	17	89	95	...
	Bahraich ...	Government ...	1	...	25	25	21	14	...	...	...	25	...
		Unaided ...	2	...	48	48	56	44	...	...	24	24	...
		Total ...	3	...	73	73	77	58	...	...	24	49	...

FORM No. 5.—*(continued.)*

and Vernacular) for the official year 1881-82.

Number of scholars on 31st March, 1882, learning				*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Arabic.	Persian.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper primary school examination.	Lower primary school examination.
8a	8b	8c	8d	9a	9b	9c	9d	9e	9f	9	10	11	12	13
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
...	75	...	...	390	...	...	...	24	...	414	6 5 11	6 0 0	...	16
...	27	...	...	120	...	...	...	...	120	240	7 11 10	3 13 11	...	14
...	102	...	...	510	...	...	...	24	120	654	6 13 0	5 5 0	...	30
...	54	...	...	264	...	...	...	...	...	264	7 8 8	7 8 8	7	14
...	324	...	...	600	...	...	35	120	1,626	2,381	8 3 7	2 2 5	...	...
...	378	...	...	864	...	...	35	120	1,626	2,645	8 6 9	2 12 0	7	14
...	101	...	...	384	...	...	...	...	...	384	4 10 11	4 10 11	...	4
..	440	...	...	1,979	...	...	...	24	...	2,003	6 2 7	6 1 5	9	55
...	1,218	...	...	3,480	...	...	35	520	6,076	10,111	10 5 9	3 9 1	...	24
..	1,658	...	..	5,459	...	...	35	544	6,076	12,114	9 5 0	4 3 2	9	79
...	21	...	...	60	...	...	...	...	...	60	6 0 0	6 0 0	...	...
...	20	...	...	87	36	...	...	...	...	123	6 13 4	6 13 4	2	3
...	21	...	...	66	...	...	...	142	...	208	8 5 1	2 10 3	...	1
...	62	...	...	213	36	...	...	142	...	391	7 6 0	4 11 2	2	4
...	115	...	...	412	...	...	...	...	...	412	4 10 1	4 10 1	...	...
12	33	...	...	336	...	...	...	...	292	628	19 10 0	10 8 0	...	...
12	148	...	...	748	...	...	...	...	292	1,040	8 9 6	6 2 11	...	...
...	2,532	...	...	7,697	1,129	...	...	920	231	9,977	5 1 0	4 7 7	15	215
12	3,334	...	...	10,228	...	187	45	1,000	17,461	28,921	10 7 4	3 11 2	20	60
...	124	...	...	...	...	...	...	300	1,029	1,329	11 15 7	...	...	...
12	5,990	...	...	17,925	1,129	187	45	2,220	18,721	40,227	8 4 9	3 14 10	35	275
691	6,618	...	...	31,068	1,129	282	16,398	2,701	30,829	82,407	14 3 8	5 8 11	86	379
...	318	...	...	2,631	95	...	...	...	...	2,726	12 3 7	12 3 7	25	6
...	412	39	22	1,560	...	...	...	...	1,989	3,549	11 3 8	4 15 0	...	...
...	730	39	22	4,191	95	...	...	...	1,989	6,275	11 10 3	7 15 3	25	6
...	22	...	...	149	...	...	...	...	...	149	21 4 7	21 4 7	...	...
...	85	...	...	192	78	...	...	...	...	270	4 0 6	4 0 6	2	...
...	223	...	...	204	683	...	...	...	3	890	5 4 3	5 4 0	4	5
...	144	...	3	186	107	...	...	...	252	545	5 4 8	2 13 6	...	5
...	131	...	...	...	657	...	...	...	...	657	7 4 10	7 4 10	...	...
...	70	...	...	...	...	...	...	...	228	228	4 9 0	...	...	...
..	201	...	...	...	657	...	...	..	228	885	6 5 2	4 11 1	...	...
...	25	...	...	116	...	...	...	...	1	117	8 5 9	8 4 7		...
...	48	...	...	...	...	...	...	...	163	163	3 11 3	...	...	...
...	73	...	...	116	...	...	...	...	164	280	4 13 3	2 0 0	...	...

SUBSIDIARY

Statistical Return of Female Primary Schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1882. In Upper Division.	In Lower Division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1882. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Rae Bareli.	Rae Bareli ...	Government ...	3	4	77	81	83	58	...	...	81	...	...
	Sultanpur ...	" ...	4	6	61	67	60	48	...	...	15	52	...
	Partabgarh ...	" ...	4	9	57	66	62	48	...	...	5	61	...
Oudh.	Grand Total, Government schools ...		50	104	1,051	1,155	1,145	827	...	...	532	623	...
	" Aided schools ...		16	29	420	449	412	316	...	1	67	381	...
	" Unaided schools ...		5	...	118	118	139	94	...	17	25	76	...
	Grand Total Vernacular Schools, Oudh ...		71	133	1,589	1,722	1,696	1,237	...	18	624	1,080	...
	Grand Total of English and Vernacular Schools, Oudh.		76	245	1,945	2,190	2,137	1,569	87	107	747	1,236	13
Great Grand Total, English and Vernacular Schools, North-Western Provinces and Oudh.			310	656	8,488	9,144	9,006	7,359	332	1,266	4,668	2,852	26

FORM No. 5.—*(concluded.)*

and Vernacular) for the official year 1881-82.

Number of scholars on 31st March, 1882, learning				*Expenditure*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Arabic.	Persian.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants	Other sources.	Total.	Total cost.	Cost to Government.	[illegible] school examination.	Lower primary school examination.
8a	8b	8c	8d	9a	9b	9c	9d	9e	9f	9	10	11	12	13
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
...	81	...	...	...	159	...	...	...	...	159	2 11 10	2 11 10	1	3
...	57	...	...	279	72	...	...	...	...	351	7 5 0	7 5 0	...	...
...	58	...	16	...	202	...	...	110	3	315	6 9 0	4 3 4	...	3
...	1,154	...	19	3,757	2,053	...	...	110	259	6,179	7 7 7	7 0 5	33	22
...	412	39	22	1,560	...	...	...	...	1,989	3,549	11 3 8	4 15 0	...	...
...	118	...	...	...	...	...	...	...	391	391	4 2 7	...	...	...
...	1,684	39	41	5,317	2,053	...	...	110	2,639	10,119	8 2 11	5 15 4	32	22
202	2,080	43	47	9,559	2,053	930	2,155	110	5,595	20,402	13 0 1	7 6 5	43	53
893	8,698	43	47	40,627	3,182	1,212	16,553	2,811	36,424	1,02,809	13 15 6	5 15 3	129	432

R. T. H. GRIFFITH,

Director of Public Instruction, N.-W. P. and Oudh.

Statistical Return of Schools for Special or Technical Training for the official year 1881-82.

Division.	District.	Name or class of Institutions.	Number of institutions.	Total number of scholars on the rolls on 31st March, 1882.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1882. Europeans and Eurasians.	Native christians.	Hindus.	Muhammadans.	Number of scholars on 31st March, 1882, learning. English.	Vernacular.	Arabic.	Persian.	Expenditure. Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Other sources.	Total.	Annual cost of educating each scholar. Total cost.	Cost to Government.
	1	2	3	4	5	6	7a.	7b	7c.	7d	8a.	8b	8c.	8d.	9a.	9b.	9c.	9d.	9e.	9	10 Rs. a. p.	11 Rs. a. p.
	B.—Medical Schools.																					
N.-W. P. ...	Agra	Government ...	1	39	48	39	...	4	17	18	...	39	...	...	18,222	...	288	...	...	18,510	474 9 10	467 3 8
	D.—Normal Schools for Masters.																					
N.-W. P....	Meerut	Government ...	1	34	39	36	...	...	24	10	...	34	...	...	5,163	...	...	...	...	5,163	143 6 8	143 6 8
	Agra	Ditto	1	40	40	36	...	...	37	3	...	40	...	...	5,113	...	135	...	...	5,248	145 12 5	142 0 5
	Bareilly	Ditto	1	39	38	37	...	...	19	20	...	39	...	...	4,741	...	...	...	...	4,741	128 2 2	128 2 2
	Allahabad	Ditto	1	61	61	54	...	...	55	6	...	61	...	...	4,635	1,800	...	...	...	6 435	119 2 8	119 2 8
	Benares	Ditto	1	50	50	47	...	...	45	5	...	50	...	...	6,281	...	...	...	...	6,281	133 10 3	133 10 3
	Jhánsi	Ditto	1	15	15	13	...	...	15	...	...	15	...	...	1,845	...	...	...	...	1,845	141 14 9	141 14 9
		Total, N.-W. P. ...	6	239	243	223	...	...	195	44	...	239	...	...	27,778	1,800	135	...	...	29,713	133 3 10	132 10 2
LUCKNOW ...	Lucknow	Government	1	4 (2)	4 (2)	4 (2)	...	...	3 (2)	1	...	8 (4)	...	4	120	180	...	...	...	300	50 0 0	50 0 0
	Bara Banki	Ditto	1	6	8	7	...	...	6	...	...	12	...	...	177	288	...	...	...	465	66 6 10	66 6 10
	Unao	Ditto	1	5 (4)	3 (5)	2 (4)	...	...	5 (4)	...	...	10 (8)	...	... (3)	240	290	...	...	...	530	88 5 4	88 5 4
SITAPUR ...	Sitapur	Ditto	1	8 (3)	6 (3)	5 (3)	...	...	7 (3)	1	...	8 (3)	...	...	240	456	...	...	...	696	87 0 0	87 0 0
	Hardoi	Ditto	1	... (9)	... (8)	... (8)	...	...	... (9)	...	...	... (18)	...	...	120	352	...	...	...	472	59 0 0	59 0 0
	Kheri	Ditto	1	5 (6)	4 (6)	4 (6)	...	...	5 (4)	... (2)	...	10 (12)	...	...	240	265	...	...	...	505	50 8 0	50 8 0
FYZABAD ...	Fyzabad	Ditto	1	4 (2)	4 (2)	4 (2)	...	...	2 (2)	2 ...	...	8 (4)	...	..	240	325	...	...	...	565	94 2 8	94 2 8
	Gonda	Ditto	1	6 (4)	5 (2)	5 (2)	...	...	5 (3)	1 (1)	...	12 (4)	...	...	195	285	...	...	...	480	68 9 2	68 9 2
	Bahraich	Ditto	1	5 (6)	5 (6)	5 (6)	...	...	3 (4)	2 (2)	...	10 (12)	...	5	240	685	...	...	...	925	84 1 5	84 1 5
RAE BARELI,	Rae Bareli	Ditto	1	6 (6)	5 (6)	4 (6)	...	...	5 (5)	1 (1)	...	12 (12)	...	6 (6)	240	439	...	...	...	679	67 14 5	67 14 5
	Sultanpur	Ditto	1	12	9	9	...	...	9	3	...	24	...	...	210	527	...	...	...	737	81 14 3	81 14 3
	Partab Garh	Ditto	1	6 (4)	5 (4)	5 (4)	...	...	6 (4)	...	...	6 (4)	...	...	240	380	...	...	...	620	68 14 3	68 14 3
		Total, Oudh ...	12	67 (46)	58 (44)	54 (43)	...	...	56 (40)	11 (6)	...	120 (81)	...	15 (9)	2,502	4,472	...	...	...	6,974	71 14 4	71 14 4
	GRAND TOTAL,	N.-W. P. AND OUDH ...	18	306 (46)	301 (44)	277 (43)	...	...	251 (40)	55 (6)	...	359 (81)	...	15 (9)	30,280	6,272	135	...	...	36,687	114 10 4	114 3 7
	E.—Normal Schools for Mistresses.																					
N.-W. P. ...	Benares	Aided	1	83	76	55	...	83	...	...	82	83	...	...	1,920	...	150	724	3,691	6,485	117 14 7	34 14 7
OUDH ...	Sitapur	Do.	1	3	3	3	...	...	3	...	...	3	...	...	...	...	...	...	18	18	6 0 0	...
	Hardoi	Do.	1	3	2	2	...	...	3	...	...	3	...	...	48	120	..	...	...	168	84 0 0	84 0 0
		Total, Oudh ...	2	6	5	5	...	...	6	...	...	6	...	...	48	120	.	...	18	186	37 3 2	33 9 7
	GRAND TOTAL	N.-W, P. AND OUDH ...	3	89	81	60	...	83	6	...	82	89	...	...	1,968	120	150	724	3,709	6,671	111 2 11	34 12 10
	F.—Industriat Schools.																					
N.-W. P. ...	Gorakhpur	Aided male	1	59	50	45	...	50	...	...	...	50	...	...	600	...	...	...	240	840	18 10 8	13 5 4
	Benares	Do. female ...	1	102	89	87	2	100	...	Needle work &c.				...	480	...	40	...	740	1,269	14 7 9	5 8 3
		Total ...	2	152	139	132	2	150	...	...	...	50	...	...	1,080	...	40	...	980	2,100	15 14 7	8 2 11
		GREAT GRANT TOTAL ...	24	586 (46)	569 (44)	508 (43)	2	237	274 (40)	73 (6)	82	537 (81)	...	15 (9)	51,550	6,392	613	724	4,689	63,968	116 1 6	105 2 6

N.B.—The figures in brackets represent those pupils who are also studying in the middle section of the Normal Tahsili School, such being the case they have not been included in the total column of this statement.

R. T. H. GRIFFITH
Director, Public Instruction, N.-W. P. and Oudh.

EXTRACTS FROM, OR RÉSUMÉS OF, THE REPORTS

OF THE

DISTRICT SCHOOL COMMITTEES,

NORTH-WESTERN PROVINCES,

For the year ending the 31st March, 1882.

MEERUT DIVISION.

DEHRA DÚN.—Secretary, Mr. Davis. "The number of schools has not been changed since the previous year. There are still 27 schools in all under the Educational Committee, *viz.*, one tahsíli school at Dehra, one tahsíli school at Kalsi, 22 halkabandi schools, two free schools—one at Dehra, one at Mussoorie; and an aided school attached to the Annfield Mission.

The year under report shows slightly favourable results as compared with 1880-81. The number of pupils on roll on 31st March, 1882, was 693 as against 686 on 31st March, 1881, while the average attendance has increased from 504·88 to 560·14.

"From this it will be seen that the number of children attending daily during 1881-82 was 80·5 per cent. of the whole number enrolled. In 1880-81 the percentage of attendance was 73·6.

"In the aided school connected with the Annfield Mission the average attendance was 79·54 out of 95 enrolled, as compared with an average attendance of 92·25 out of 117 enrolled in 1880-81. I have received no explanation of the falling off for the present year. As a result it will be seen that the total number of pupils for the whole district has decreased from 803 in 1880-81 to 788 for the year under report. This seems to show that educational progress, especially in the Missionary school, is in by no means a progressive state.

"*Secondary* education is given at the Dehra tahsíli school only. The pupils numbered 11, as against 9 in the preceding year; while the daily average attendance increased from 3·03 in 1880-81 to 7·37 in 1881-82. No boy succeeded in passing the [illegible] class examination.

SUBSIDIA[illegible]

[illegible]neral results of *primary* education have been given above in para-grap[illegible] matter of regret that the hopes of continued progress expressed by my predecessor [illegible]et with so little fulfilment. Taking the halkabandi schools in detail, it will be [illegible] that four schools have remained stationary as regards numbers enrolled, 10 schools show a falling off of numbers varying from 1 to 12, the total decrease being 57; while in 11 schools only have the numbers increased. Rájpur school shows an increase of 22, which is satisfactory; but in no other school does the increase exceed 7, and in 9 cases is less than 5. In the face of the fact that in the whole district there is but one pupil to every 183 persons, and therefore abundance of room for improvement, these results are not as good as might have been expected.

"The results of the upper and lower primary examinations, especially the latter, are more encouraging; 61 boys passed the lower examination, as against 12 in 1880-81. The upper examination was passed by only 7 boys, as compared with 10 in the previous year.

"The redeeming feature of the year under report is the increase in number of boys in the upper division, which now numbers 104, as against 58 in 1880-81. Very careful rules were laid down by my predecessor last year to prevent any boy's name being retained on the rolls of any class for more than 12 months without special reason. The figures therefore for the year under report may be regarded as showing accurately the number of pupils in the upper division.

"The total expenditure on education amounted to Rs. 4,550-1-4, as against Rs. 3,615-0-4 for the preceding year. The vernacular middle school cost Rs. 237-2-6, an increase of Rs. 85-11-10 over the cost for 1880-81. But the cost per scholar has fallen from Rs. 50 to Rs. 26, a result due to the improved daily attendance during the present year. The cost per scholar in the halkabandi school remains as before, *viz.*, Rs. 5.

"The total municipal contributions have been raised from Rs. 498-8-0 to Rs. 506-14-0. The municipal committee has continued its grant to the Bengali school established in Karanpur, an outskirt of Dehra. This school was unfavourably reported on by the Deputy Inspector and was for a time in danger of being shut up, but I am

glad to state that it is now in a more flourishing condition. The teachers deserve high praise for the work which they continue to carry on. The remuneration which they receive is quite out of proportion to the labour and time which they devote to the school.

"The number of certificated teachers is 11 out of 25. The scholarships (two in number) are held by boys at the tahsíli school. Good work has been done during the year by the aided Mission school at Dehra.

"The frequent changes of Deputy Inspectors during the last three years have, in the opinion of the committee, done much to account for the small improvement noticeable during the year. It is to be hoped that such changes may be avoided in future. From such examinations of the primary schools as I have been able personally to make I have had to find fault chiefly with the superficial character of the teaching given. Boys in the higher classes able to read and write fluently and well were quite unable to give any synonyms or meanings of ordinary Persian and Arabic words occurring in the books which they read. This radical defect has been overlooked alike by the Sub-Deputy Inspector and by the teachers. Other boys who could patter off fluently the exports of Cawnpore and Moradabad, were in total ignorance of the distance and position of these places with respect to their own town. Throughout all the schools this want of thoroughness is probably to be found, nor is it a peculiarity of this district alone.

"This is the last report which the present educational committee is likely to submit. What will be the effect of the Government orders transferring the control of local education to the larger district and municipal committees the educational committee is not in a position to anticipate. But, considering the fact that of the present committee all the members will have places on the newly-formed district committee, the results of the change are not likely to be very striking. The educational committee can only hope that the improvement shown may correspond with the sanguine expectations of Government."

SAHÁRANPUR.—Secretary, Mr. Tweedy. "There are 154 schools in all in this district, including the Government zila school. Out of these 154, 135 are Government schools.

"The number of pupils on the roll on 31st March in the various kinds of Government schools as compared with last year is as follows:—

	1880-81.	1881-82.	Increase.	Decrease.
Tahsíli schools	... 318	368	50	...
Pargana „	... 128	126	...	2
Halkabandi „	... 3,575	3,595	20	...
Free „	... 198	213	15	...
Girls „	... 37	35	...	2
	4,256	4,337	81	...

"This shows a net increase of 81 pupils over last year, which is very satisfactory.

"No tahsíli, pargana, or girls' school has been either abolished or transferred during the year, nor have any been established. Four halkabandi schools have been transferred from places where the attendance was poor to villages where it seemed likely they would be better appreciated. Since I have been secretary to the committee schools have been established (as far as funds would permit) in any village where the zamíndars were willing to guarantee a regular attendance of not less than 25 students.

"The number of pupils who passed the middle class examination during the year under review is 15, as against eight in 1880-81.

Out of these 14 were successful in the English examination and one in the vernacular.

"Ten applications for new schools were received during the year, of which three were rejected by the committee, four complied with by the transfer of halkabandi schools, and the remaining three granted conditionally on the occurrence of a vacancy.

"The number of teachers in each class and grade of the Government schools remains the same as in last year, but the rate of pay of one of the tahsíli teachers has been raised from Rs. 15 to 20.

"Ten halkabandi school teachers have been dismissed during the year for inefficiency, three resigned, and five were sent to the Normal School at Meerut, and the vacancies thus occasioned were filled up. Twenty-one teachers of the same class were also fined during the year, out of whom ten were punished for absence without leave and the rest for unsatisfactory work. Eight were transferred in consequence of ill feeling between them and the zamíndars. No such changes have taken place among the tahsíli school teachers.

"I spent a considerable portion of the cold weather in camp in Nakur and inspected most of the schools in the tahsíl. The teaching was on the whole very fair, but I was struck by the fewness of the schools. This is no doubt due chiefly to the apathy of the pupils, who are for the most part Gujars, and this caste is always backward in availing itself of the advantage of education.

Rs. 646-1-2 have been spent on repairs out of a total sum of Rs. 1,078 sanctioned.

"The following table shows the amount of fees collected in the Government schools (excepting the zila school) during the year as compared with 1880-81:—

	1880-81.			1881-82.		
	Rs.	a.	p.	Rs	a.	p.
Tahsíli schools	190	8	0	223	5	0
Pargana "	54	8	0	56	6	0
Halkabandi "	76	6	0	64	7	0
Free "	50	11	0	48	13	0

"This gives an increase of Rs. 20 over the sum collected last year.

"The aided schools consist of one at Roorkee (called the Orman School), in two branches the American Presbyterian Mission School at Saháranpur, of which one is for boys (in three departments) and the other for girls, and a railway school. The latter school and the Orman and girls' schools show a slight falling off in attendance, but the number of pupils from the Orman School successful at the middle class examination speaks well for its efficiency. The Government girls' schools and another aided girls' school showed a slight falling off in attendance too.

"The Government zila school shows a marked improvement, as six of its pupils succeeded in passing the middle class examination, while last year none passed.

"The boarding-house is in a flourishing condition, and many applications for admission have been rejected owing to want of accommodation. The building should certainly be enlarged. Out of the 24 inmates eight are scholarship-holders and the rest self-supporting students.

"The local subscription towards the zila school shows the sum of Rs. 310-8-0, which has been credited in the treasury under the head of educational receipts.

"A sum of Rs. 492 has also been raised by local subscription for the benefit of the free school, which is entirely dependent on this charity.

"The Deputy Inspector has examined every school in the district at least twice in the year, and the committee has every reason to be satisfied with his diligence.

"The attendance at school during the year has been good, and the success of the pupils in the public examination has also been satisfactory. Whether judged by either of these standards, the condition of the education in this district during the year under review will compare favourably with that of the preceding year."

MUZAFFARNAGAR.—Secretary, Mr. Rose. "The number of tahsíli and pargana schools has continued the same, but in the number of pupils borne on the rolls, in their average attendance and the amount of fees realized from them, there has been during the year under report a distinct and satisfactory advance. The Deputy Inspector attributes the improvement to the impetus which has been given to it by the appointment during the year of 57 ex-pupils of these and the halkabandi schools to posts in the public service. In so far as the fact indicates that education is valued rather as a means than an end, it is not altogether a satisfactory symptom of progress; but on the other hand the appointment of 41 out of these 57 ex-pupils to patwáriships in the district illustrates the advantages which the district at large may realize from the maintenance of its schools. It is necessary to note that the primary schools of the district contributed a fair proportion of the successful candidates. Upon comparison of the results which are exhibited by the year under report with the corresponding returns of previous years, it appears to me, so far as I am able to judge, that the advance may be attributed in some considerable degree to the more efficient conduct of the duties of their office by the Deputy Inspector and his subordinates during the past and the present year.

"The whole of the tahsíli and pargana schools were visited by the Inspector during the year, with the result that of the four tahsíli schools three were found efficient and one inefficient, two had shown improvement and two were stationary, and of the four pargana schools two were ranked as efficient and two as inefficient; but the Inspector subsequently explained that the inefficiency of the latter was "as regards attendance only," and the same four schools are also ranked two as improved and two as stationary. There has therefore been considerable progress in these schools as tested at their annual inspection, and in no instance has retrogression been shown.

"Of the 111 halkabandi schools which were in existence at the beginning of the year six have been closed and two new schools have been opened, leaving the number of schools at the close of the year 107. Notwithstanding the decrease in the number of schools, the roll maintains the same number of pupils and a slight improvement is shown under the head of "attendance." It is, however, especially necessary to remark the extraordinary increase shown under the head of 'Fees.' The sum realized during the year 1880-81 was Rs. 8-8-0, but during 1881-82, the year under report, it amounted to no less than Rs. 181-9-0. This remarkable increase has been due to the introduction during the year of the practice which was sanctioned by G. O. No. 226A., dated 26th July, 1876, of levying fees upon the children of non-agriculturists. I do not find that any special authority of the committee was conveyed to the course, but I venture to think that it was not adopted in that 'cautious and gradual' manner which the Government order suggests. Upon comparison with the results under the head of "roll" and "attendance" exhibited by tahsíli and pargana schools, in which no such rigorous introduction of a new principle has been made, I think that the conclusion is inevitable that the failure of the halkabandi schools to show results of an equally

satisfactory character is due in a large measure to the enforcement of fees. It is however, on the other hand, very satisfactory evidence of the value of these schools and of the way in which they are appreciated that, notwithstanding the payment of fees and notwithstanding the fact that six schools were closed and only two opened, the general roll and attendance have been maintained.

"Of the total number of 107 halkabandi schools two only have the classes 1st and 2nd, which entitle them to rank, *quoad hoc*, as middle class schools: the remaining schools are primary schools, of which 72 are ranked in the upper grade—that is to say, they have both upper and lower classes, and 33 in the lower grade having lower classes only.

"The results of the inspection of these schools made by the district officers do not appear to have been recorded. I find that the Deputy Inspector has during the year made 362 visits, or on the average each school has been three times visited by him during the year. The Inspector of the Division examined 21 schools, of which he found 18 efficient and 3 non-efficient: seven were also ranked as improved and 14 as stationary. None had fallen off. These results appear to be very satisfactory. The languages taught in the halkabandi schools are as follows: Urdu in 74 schools, Hindi in 12 schools, and both Urdu and Hindi in 21 schools.

"There were formerly two girls' schools in the district, but in June, 1881, the Gadhi Abdulla Khan school was closed; and the only school of that class now in existence is the one at Jalalabad, which has a nominal roll of 20 pupils. The Deputy Inspector, however, remarks that it is impossible for him to report upon the actual position of the school, and such must necessarily be the case.

"Two English schools are maintained at Kairana and Kándhla, the funds for which are provided by the municipalities of these towns. The committee, in their report for the year 1880-81, called attention to the unsatisfactory position of these schools and gave expression to the doubt whether it might not be found necessary to close them.

"The results are again for the past year far from satisfactory, but the Deputy Inspector considers that improvement is shown upon the results of the previous year. The municipal Sanskrit school in Muzaffarnagar is, as the Deputy Inspector remarks, doing "as usual," but I find that its usual condition is one of hopeless inefficiency. I have had an opportunity of inspecting the school, and although it may be somewhat premature for me to express a personal opinion upon its merits or otherwise, I certainly fail to see that it has any *raison d'être*.

"Of the eight tahsíli and pargana schools, six are located in school-houses which are the property of Government. The Muzaffarnagar tahsíli school is at present in a building rented for the purpose, and the Khatauli school is held in a building which has been placed temporarily at the disposal of the committee. The Government building at this place was accidentally damaged by fire in March last, and the repairs of it will immediately be taken in hand. With reference to halkabandi schools, the Deputy Inspector reports that 57 are Government, 41 borrowed and nine rented buildings. The proportion of Government buildings is small, and private residences which are placed at the disposal of the Department are not usually suitable for educational purposes. During the past year no new school building has been constructed, but the necessary repairs of the existing schools have been effected.

"Of the 143 teachers employed in the tahsíli, pargana, and halkabandi schools, 102, or 71·3 per cent, possess the usual certificates and 41, or 28·7 per cent., have not yet obtained them.

"The committee directed the dismissal of six teachers during the year. Two teachers refused to proceed to the Normal school, two declined transfers which the committee directed, and two were dismissed for persistent absence from duty. Two teachers resigned their appointments during the year, four were fined for neglect of duty, and three were degraded for the same reason. There appear, therefore, to have been nine cases during the year in which it became necessary for the committee to direct punishment for neglect of duty, and this upon a total strength of 143 is not a high percentage.

"The schools teaching up to the middle class standard—that is to say, the tahsíli and pargana schools and the two halkabandi schools of Jhinjhána and Charthâwal—exhibit in their classification, attendance, and general progress an advance upon the similar results of the previous year; 16 candidates from these schools presented themselves at the middle class vernacular examination and 12 were successful, five of the successful candidates being placed in the 1st Division and the remainder in the 2nd. Although, therefore, fewer candidates during the year under report presented themselves for examination than in the previous year, when there were 23 candidates, yet the results are much more satisfactory, inasmuch as the percentage of passed candidates during 1881-82 was 75, while in 1880-81 it was only 28·7. It appears, moreover, that seven candidates for the examination of the present year were prevented by illness from presenting themselves.

"The halkabandi schools, in their general results, appear also to show distinct improvement compared with the previous year, and, as I have already remarked, both roll and attendance would probably have reached a higher standard if the payment of fees had not been enforced.

"Of the 29 scholarships the award of which is made by the committee 26 have been granted, and of these 10 are held in the tahsili school and 16 in the Muzaffarnagar zila school. The vacant scholarships will be awarded at a very early date. The committee note with satisfaction that Shaikh Habib Ahmad, a resident of Thana Bhawan, has granted an annual scholarship of Rs. 36 only for two years in the pargana school at that place.

"The committee also note and commend the action of the Deputy Inspector in promoting the sale of school books: the sales of 1880-81 were 3,579 copies of the value of Rs. 483-13-0, while during the year under report the copies sold amounted to 5,480, and their value to Rs. 1,278-13-9. Such an increase in the sale of vernacular books indicates, as the Director of Public Instruction has remarked in his annual report for 1880-81, a greater amount of real work, the suppression of irregular attendance and of false registers, and a desire upon the part of teachers generally to qualify their students according to the prescribed standards.

"Three meetings of the committee were held during the year.

"The satisfactory results which the committee are able to refer to are due in a great measure to the vigorous action and interest in his duty which the Deputy Inspector, Munshi Piare Lal, has constantly shown, and there can be little doubt that a continuance of the same efforts on his part will lead to still more favourable results in the future. The Sub-Deputy Inspector, Murari Lal, has also performed his duties to the satisfaction of the committee."

MEERUT.—Secretary, Mr. Muir. "At the beginning of the cold weather Mr. Robinson, C.S., relieved me of the duties of Secretary, which, however, I again took up on his leaving the district in March.

"The routine business was as a rule disposed of by the Secretary himself or in consultation with the President, only important matter being reserved for the committee. The principal question then discussed was the late President's new scheme for reducing the number of schools. At a meeting of the committee on 1st August his proposals were approved. They were duly communicated to the Director of Public Instruction in the Magistrate's letter of the 26th September, 1881, who, however, declined to sanction the radical revolution suggested, though approving of some minor changes. As he sanctioned the reduction of schools found notably useless, four schools have been closed in this cold weather.

"The district officers in their cold-weather tour inspected a number of the schools. Mr. Davis has furnished some notes of his inspections. He protests strongly against closing schools on the ground of inefficiency. Let the teachers, if idle, be dismissed or punished, but do not deprive the village of the opportunity they have of getting their children educated. He points out that the carelessness of parents is a great cause of inefficiency. The President proposed to remedy this by appointing committees in each village, who would inspect the school regularly. This may do some good, but no mechanical devices will create an interest when it does not exist. I have seen villages where the Government teacher complained he could not get children to attend and the indigenous school was crowded. The method adopted in the latter, learning Gulistan, &c., by rote, is antiquated but popular, as the similar study of the Latin Grammar was in former days in England.

"To make education popular I should drop the history and geography teaching, usually bad and in any case useless, and insist on a more thorough practical acquaintance with arithmetic. The future cultivator ought to be able to tot up the rent of his small holding or the price of a load of gram readily.

"With a view to improving their physical training, wrestling-grounds have been supplied at many schools, the Director of Public Instruction having expressed a modified approval. Personally I have little belief that the young villager here will ever be assimilated to the English public schoolboy; the conditions are different, *e.g.*, high physical training demands plentiful and good food, which the villager has not always.

"School buildings have been a matter of consideration for some time past. Most of the existing Government buildings are on a bad model, confined and uncomfortable, and will have to be replaced. In February, at the last meeting, it was proposed to spend Rs. 3,250 from savings on pay and repairs, in building 15 new schools. The proposals were sanctioned and the work is in hand, Rs. 2,650 of the money having been drawn. But when the zamindar will provide accommodation, I think it is generally preferable to avail oneself of it. It not only saves money, but gives them a greater interest in the school; and there are few villages where a big *dálán* and courtyard cannot be obtained.

Halkabandi Schools.—Four schools were closed during the year; the remainder is 1,751. The total cost was Rs. 18,692-11-2, against Rs. 18,999-8-10 last year; the number of pupils 5,077, against 5,050; average cost Rs. 3-10-10, against Rs. 3-10-7. Seven free schools are kept up by the municipalities. Pupils have increased from 254 to 268. The cost is Rs. 896-3-9 (Re. 0-8-3 less than last year), or Rs. 3-5-6 per head. Ghaziabad alone shows a decrease.

"Of the two girls' schools one at Garhmuktesar, conducted by a Pandit, was closed and a new school with a female teacher opened at Phusar. It promises well,

having 23 pupils; the one closed had only 11. This cost was Rs. 163-2-0 this year, Rs. 156-5-0 last.

"Of the three Anglo-vernacular schools two—Baraut and Baghpat—have increased by six and eight pupils. Hápur has fallen off. Janki Prasad, a pupil of the mission school, who has passed the entrance examination, was appointed teacher of Baraut on the death of the former teacher of Baraut. Another teacher who had passed the middle class examination was appointed to officiate at Baghpat during a temporary vacancy. Though the pay is good—Rs. 30 and Rs. 40—there is an element of uncertainty in these Anglo-vernacular schools which make it difficult to get teachers of high qualifications. The number of pupils was 104; total cost Rs. 1,370-9-3, or Rs. 13-2-10 per head.

"I may note here that there is a feeling amongst the people of Hápur that the municipality should pay all the cost and no further subscriptions be sought. The subscribers feel as if they were paying twice.

"Of the seven tahsíli and pargana schools—Sirdhana, Hápur, and Baraut have the same number of pupils as last year, Baghpat one, Mowana 12, and Ghaziabad 8 more; Meerut has 11 less. The last has a powerful rival in the mission schools, which are aided both by Government and the municipality. The cost has risen from Rs. 2,414-7-7 to Rs. 2,510-0-9; pupils from 564 to 574. The pay of two of the teachers having been increased by Rs. 5 a month, average cost then is Rs. 4-5-11 against Rs. 4-6-0. Attendance remains much the same, about 75 per centum of the roll. This, if true, is a good average, but I distrust the attendance register. For the middle class examination 11 passed of 21 candidates; last year 8 of 19 The experiment of awarding scholarships by competitive examination confined to the poor boys was tried and was successful.

"My cold-weather tour was short and hurried, and I had little opportunity of personally familiarizing myself with the working of the system. Mr. Robinson inspected 20 schools, and I believe the late President did some; but they have left no notes calling for remark here.

BULANDSHAHR.—Secretary, Mr. Martin. "The office of Secretary was filled till November, 1881, by Mr. J. Sanders, C.S., and since then by myself.

"There were only three committees held during the year, there being no business of sufficient importance for any more.

I., "*Middle class schools.*—The total number is eight, *viz.*, four tahsíli and pargana schools; the number of pupils 126, against 58 in previous year—an increase of 68. Of these schools, six are reported by the Inspector as improving and two as stationary. Twenty-six boys appeared at the middle class examination, of whom only five passed, but one in the 1st Division. This result is very unsatisfactory.

II., "*Primary schools.*—The total number is 115, *viz.*, Hindi 17, Urdu 14, and mixed 84. The rolls show 4,305 boys—an increase of 139 on the previous year. Average numbers per school 37; average attendance 4,248—an increase of 318 on the previous year. Their general state is reported to be satisfactory, but ten have fallen off. Three schools (Baral, Unchagaon, and Bánhpur) have been closed and set up elsewhere. Out of 153 teachers 110 are certificated, 14 teachers were fined for idleness and absence without leave and five reduced for neglect of duty. A few have been rewarded by promotion.

III., "*Girls' schools.*—Total number 4; attendance 97, decrease of one against the previous year. The school at Machkoli was closed. The school at Rampur is the best and is about equal to a lower primary school for boys. Of the four existing schools three are purely maintained by Government and one from municipal (Bulandshahr) funds. In all Hindi only is taught.

IV., "*Free schools.*—These are only three, two municipal schools at Bulandshahr and Anúpshahr respectively and one at Dibhai, supported from halkabandi funds.

The Inspector examined 43 schools, of which 38 were reported on favourably. The Deputy Inspector and Sub-Deputy have examined all the schools repeatedly during the year, and a few have been visited by the district officers when on tour and by the Honorary Magistrates.

"The school buildings are on the whole in fair order. Fifteen scholarships were held during the year, each of Rs. 3-5 in the zila school and 10 in tahsíli and pargana schools. Two of these were given out of the municipal funds of Khurja and Bulandshahr and the rest out of halkabandi funds. Of the scholarship-holders two passed in the middle class examination.

"Of the boys taught at Government schools 22 are known to have obtained employments under Government, *viz.*, 6 as muharrirs, 10 as patwáris, 5 as teachers, and one as chaprasi.

"The number of Muhammadan boys at the different schools is 863, which shows a proportion of one to 5·13 on the total numbers of boys. The proportion of Muhammadans in the district to Hindus is 1 to 4·27.

"Books to the value of Rs. 679-7-0 were sold during the year, as against Rs. 345-8-0 sold in the previous year.

"Rája Bakir Ali Khan still continues to keep up, at his own expense, a school in the town where he resides (Pandrawal), at a cost of Rs. 12 per mensem; and

Kaim Mashuk Ali Khan of Danpur has built a school house at Rajghat at his own expense."

ALIGARH.—Secretary, Mr. Lambe. "Not counting the Muhammadan college andthe high school the number of educational institutions in the district appears this year at 220 as against 211 last year.

"Of these two are English and 23 vernacular middle class; two are primary English, 168 halkabandi, 10 for girls, 6 tahsíli, 3 pargana, and 6 free schools.

"Two English schools have been raised to the middle class; the Government middle class vernacular schools have increased from 19 to 21, the Government primary schools from 171 to 175, while another female school appears on the roll bringing the number up to 10.

"The total number of boys on the rolls is almost the same as in 1880-81, *viz.*, 6,043, which gives an increase of 23 boys. In spite of this it is satisfactory to observe the increase in the average daily attendance which has risen from 3,846 to 4,838.

"This figure is much more important than that of the total number, because it gives real facts, whereas the other may be to a great extent fictitious. The number of scholars shown as attending on the 31st of March, appears as 6,030 or only 13 missing out of the gross total. This number should have the same weight attached to it as to the total, because masters naturally make an effort to bring all their boys together that day to enable them to show a good face.

"The average attendance of the past three years shows a progressive increase, standing at 3,523, 3,846, and 4,838 respectively.

"This would go to prove that education is making fair if not brilliant progress in the district. The middle class schools show an average attendance of 174 boys out of which the Government schools supply 120. As might be expected, the primary schools account almost entirely for the total appearing at 4,664 boys, of whom 4,364 attend at Government vernacular schools. All these figures show an increase over last year's results. On the roll total, Musalman boys show an increase of 16, standing now at 495. Of the boys shown in the total 110 learn English, 6,030 Vernacular, 9 Persian, and 4 Sanscrit.

"From the above figures I have excepted those relating to girls' schools. Of these there are now 10 on the rolls of which there are shown 213 girls or 21 per school learning the vernacular.

The average daily attendance however shrinks down to 156, but even this gives an improvement of 54 on last year's returns. All the girls under tuition are Hindus.

"Of all the schools in the district, 220, there were 78 held in Government buildings, 27 in rented school-houses, while 95 were supplied in gift by the landowners.

"During the year there were six schools done away with entirely and eleven had to be transferred to other villages owing to the paucity of scholars.

"For the sake of showing correct district totals, I may add here that the average attendance at the Muhammadan College during the past year was 262, while at the high school 225 boys were studying apart from private schools for which no statistics are available. We have thus a grand total of 5,326 boys under tuition.

"The total charges for all the schools under the committee amount to Rs. 28,929-5-2 or Rs. 2,969-15-1 more than they cost last year.

"This increase is owing, from a general point of view, to the establishment of the nine new schools. The charges were made up from Rs. 25,551-2-0 provincial grant, Rs. 270 fees, and Rs. 3,108-3-2 given by municipalities.

"In the two important branches, fees and city grants, these figures show an increase although small over 1880-81, being Rs. 2-9-10 and Rs. 51-1-11 respectively.

"Mr. Mulock held charge of the office of Secretary of the Committee till November 29th, when I took over the work. Mr. Mulock, while on tour, inspected several schools and so did I, but I not as many as I would have wished, as owing to press of important work in other departments I really had no time to spare. With all the schools I visited I was satisfied, while some I found quite superior. Whatever advance this department may be held to have made during the year is due almost entirely to the energy and exertions of Deputy-Inspector Pitam Lál, who inspected 383 schools reporting badly only as to six.

"The number of teachers employed was 248, and of these 204 work in the halkabandi schools. Of the teachers, six were dismissed during the course of the year.

"Sixty-two boys went up to attend the middle class examination, and of those 29 passed. The greatest success was earned by the Dariapur halkabandi and Koil tahsíli schools, from which 14 boys passed.

"The expenditure on scholarships during the year under report comes to Rs. 831-4-6. This charge is to enable boys of halkabandi schools to study at the tahsíli and zila schools.

"Of this sum Rs. 560-0-9 were spent in zila schools and the rest in the tahsíli and pargana schools.

"Thirty-three boys were employed as teachers during the year under report. Of these eight passed the prescribed middle class examination, and 13 hold the Normal school certificates.

The total expenditure on books amounts to Rs. 528-9-6."

AGRA DIVISION.

MUTTRA—Secretary, Mr. Cruickshank. The supervision of the schools nominally under the control of the committee has been carried on by Deputy-Inspector Gopál Parshad and Sub-Deputy Inspector Kalyan Singh, acting in matters of departmental detail under the directions of the Inspector of Schools and in administrative matters under the orders of the Secretary to the Educational Sub-Committee, which has now ceased to exist as a separate body. The Deputy-Inspector and the Sub-Deputy have done their work well, and the schools have been regularly and carefully inspected. The Secretary also has visited 91 schools.

Middle schools have diminished in the year under report from 20 to 14. The single boy who constituted the middle class of Brindaban tahsili school left in May, and five middle halkabandi schools were reduced to the primary status. One primary girl's school has been added, making a total of six.

No general illness prevailed, and the seasons during the year were fairly favourable. This will account for the improved attendance in Government and unaided schools.

The reduction of six middle schools accounts for the decrease of expenditure on middle and the increased cost of primary schools.

The number of lower primary schools remains unaltered, but the upper primary schools are fewer by four. Judged by the test of success in the examination, there has been marked improvement in the middle and in the upper primary schools, while the girls' schools are stationary. As regards the lower primary schools, classes VI. and VII. were not examined by the Inspector, and this necessarily vitiates any comparison of total results.

In the middle class vernacular examination, 19 boys passed, with two in the first division as against 15 in the preceding year.

The amount spent by the committee on scholarships during the year is Rs. 713. Repairs to halkabandi schools cost Rs 1,947. Four halkabandi school-houses are in course of construction, and the quarters for the holders of scholarships at tahsili schools have been put in good order.

Brahman and Banniah children reap most benefit from the Government schools. Kayasths and Muhammadans too are well represented. Chamars have not a single boy at school, so there is a large field for the new district committee to cover in the matter of extending rudimentary education downwards.

Fifteen teachers were fined in small sums. Five were degraded, eleven were dismissed, and four temporarily suspended. Eleven were rewarded with cash gratuities, and eleven others were promoted. It was found necessary to transfer 26 teachers owing to local disagreements or other reasons necessitating their removal.

AGRA.—Secretary, Pandit Kedarnath. "Munshi Pran Sukh, Deputy-Inspector of Schools, performed his duties this year also with great diligence and intelligence and the improvement made in education as shown below speaks well in his favour. Gulab Rai, Sub-Deputy Inspector, did also well.

The number of all sorts of schools under the committee's control is the same (195) as last year, but the number of pupils on the roll increased to 4,964 from 4,771 as well as the fee receipts from Rs. 498 to Rs. 618.

The area of the district is 1,850 square miles and the number of middle sections 13, and of primary schools 195; thus it appears that there is one middle school to 142 square miles and one primary school to nine. The number of primary schools, I think, is quite sufficient to meet the wants of the rural population of the district, and they are so located that nearly every village is able to avail itself of the advantages of the institution. In other words, if one-twelfth of the whole population be taken to be the number of boys of school-going age there are 89,054 (in the district) of whom only 4,964 are under instruction, that is to say only 6 per cent. of the boys are profited by our schools. There are several reasons which stand in the way of the improvement of our schools. The chief of them are the following; first, caste prejudice which excludes the majority of children from education; second; the difference of the country and court language; and third, the poverty of the country.

All the 195 schools teach Hindi, and four Persian teachers are posted at Firozabad, Fatehabad, Etmadpur, and Fatehpur Sikri to teach the boys Persian and Urdu along with Hindi, and 20 others of the 195 schoolmasters teach the boys both the Hindi and Urdu. The desire of Urdu teaching is generally felt by those who look for Government employment or who wish to be able to conduct court business. Applications to have an additional Urdu teacher were made from Shamsabad and Naugawan, but owing to the scarcity of funds their requests were not complied with.

There are 13 middle (B) schools in the district containing 719 pupils on the rolls, against 692 of the year before; 96 of these (719) are in the middle sections and the remaining 623 in the primary sections.

The average annual cost of each pupil's education in the middle section has fallen from Rs. 27 to Rs. 16-12-0, but their efficiency as regards teaching and popularity has been improved: 10 of the 13 schools were found improved and one stationary: only two (Jaguere and Achnera) were pronounced to have declined.

Thirty-seven candidates were sent up for the middle class vernacular examination from 10 of these schools, and 24 of them passed creditably, *viz.*, eight in the first, 11 in the second, and only five in the third division, while last year 11 out of 22 succeeded.

"Pinahat pargana school-house requires extension, as it is far too small for the accommodation of 60 or 70 boys.

"There is an increase of 173 pupils in primary schools. Their classification and teaching has greatly improved since last year. The number of pupils in the 3rd and 4th (the higher classes in these institutions) was 19 and 226 respectively on the 31st March, 1880, but now it has increased to 274 and 461 respectively.

"In May, 1880, there were only eight schools in which there was an upper primary class or the 3rd class, but now 93 schools contain such classes.

"Last year 39 schools were reported to be efficient, but this year the number has increased to 82. It is most satisfactory to find that 92 of these schools improved more or less during the year: 67 were reported to be stationary and only 17 have declined since last year.

"Twenty-seven of these were inspected by me and many others by Messrs. Aikman and Hamblin, and all of us were generally satisfied with the results.

"Sanction to build eight new houses has been given during the year from savings amounting to Rs. 1,030.

"Although absenteeism among the teachers has greatly decreased as compared with previous years, yet it is here and there occasionally found. The tahsildars were requested last year to render their help in the removal of this evil, but have been unable to do so: hence the appointment of another Sub-Deputy Inspector is recommended. The cost of education per boy has been reduced from Rs. 5-12-0 to Rs. 5-3-0.

"There are six girls' schools in the district containing 116 girls on the rolls against 112 last year: one girls' school at Basrisal paid from the cess was closed owing to its being inefficient, and another of Jarar is vacant till a popular man is procured in place of the teacher who resigned. The tuitional status of these schools has more or less been bettered: it is satisfactory to be able to report that the Saiyan Kachaura and Iradatnagar schools have considerably improved during the year.

"Besides the above, there is one municipal free school providing elementary education at Firozabad. The number of pupils in the institution is 32 against 30 last year, and the tuition also is reported to be satisfactory.

"There is one unaided school at Fatehpur Sikri paid from the Dargahi fund under regular inspection and the control of the committee, and the other lately opened at Bah by well-to-do people is managed by themselves. The schools have 60 boys on the rolls, *i.e.*, 30 each, and they give primary education both in English and Vernacular.

"Three scholarships of Rs. 3 a month have been awarded from the Provincial fund.

"The stipends of Rs. 2 a month are awarded from cess funds to promising lads, who, having passed the Inspector's upper primary examination, continue their studies in middle schools.

"Six passed candidates have been appointed this year to teacherships on Rs. 6 a month, and one unsuccessful candidate was nominated to a post in the settlement office on Rs. 10.

"Sixteen thousand books valued at Rs. 2,005 have been sold during this year, giving a net increase of 9,343 copies valued at Rs. 908 as compared with the preceding year."

The Magistrate, Mr. Finlay, in his covering letter to the Commissioner says:—

"I am assured by Mr. Lloyd, the Inspector of the circle, that he is satisfied on the whole with the way in which the schools have been managed, and with the educational condition of Agra as compared with surrounding districts. Unquestionably the number of scholars is small as compared with the number of those who should be taught; but I need not remind you that hitherto the castes who care to send their children to school are but few in number, and there are other physical and economical conditions, some of them referred to in the report, which retard education here as elsewhere. Nor is the remedy an easy one to find.

"The number of schools in Agra is, I consider, sufficient for the area of the district and is I believe larger than in most districts, and a very important branch of the committee's duty has been the proper location of the schools. The minutes of the meetings show convincing evidence of the fact that this subject has received their earnest attention.

"The work of inspection was conducted with praiseworthy zeal and success by Messrs. Aikman and Hamblin and by the Secretary to the committee. You have already had an opportunity of noticing how much has been done in this way when perusing the diaries of these officers when on tour.

"The committee held ten meetings during the twelve months of the past year, and the attendance of the members was satisfactory.

"In conclusion, I have the honor to inform you that at the last meeting Mr. Lloyd, the Inspector of the circle, was good enough to move a cordial vote of thanks to the Secretary, Pandit Kedarnath, for his constant and valuable services as

Secretary, and the proposal was carried unanimously. You are aware how high an opinion my predecessor entertained of Pandit Kedarnath in this as in the other branches of his duties as a public servant, and I am glad to have the opportunity of bringing to your notice the committee's estimation of his services to them. It is I suppose superfluous for me to say that I cordially agree with the resolution."

FARUKHABAD.—Secretary, Mr. Elloy. "The high or zila school has done very well during the year. On the 31st March, 1882, it had 191 pupils on the roll, and this number exceeds that of the preceding year by 29. Since the close of the year there has been still a further increase in the number of the pupils.

"For the entrance examination six boys went up, three of whom passed in the third division. Last year three out of five passed, of whom one in the second division. The head-master attributes the falling off to the questions being more difficult this year.

"The result of the middle class examination is good, five out of six passed, two of whom gained Government scholarship.

"The boarding-house had on 31st March, 1882, 33 boarders, and since the number has risen to close upon 40. The head-master speaks well of the boarders, of whom were the three who passed the entrance examination and two out of five who passed the middle class examination.

Tahsili and pargana schools.—"The following table shows the attendance for three years:—

Year.	Number of schools.	Number of scholars on roll.	Average attendance.
1879-80	9	616	470·08
1880-81	9	643	550·13
1881-82	9	649	576·90

"It is apparent from the above that the schools are fast regaining their usual vigor, and it is hoped that the ensuing year will show better results.

"The working of the schools has been carefully scrutinized during each month of the year, and nothing worth recording has transpired.

"The number in the 1st, 2nd, and 3rd classes has fallen, and the falling off is due to certain middle class schools having been reduced to primary classes, and the increase in the 4th, 5th, and 6th classes is due to the same cause.

"The Inspector, with one exception, speaks well of all the schools and in his opinion there has been a decided improvement. This is very satisfactory, considering that the examination this year was more searching and strict than in preceding years.

"The following shows the attendance in the halkabandi schools:—

Year.	Number of schools.	Number of scholars on roll.	Average per school.	Average attendance.	Percentage on column 3.
1880-81	121	3,873	32·00	2,959·43	76·41
1881-82	121	3,745	30·95	3,020·39	80·65

"There has been a falling off in the number on the roll, and this is due to certain middle class schools having been reduced to primary classes. The boys who had hitherto read in the upper classes left the schools for good on being sent to the lower classes.

"The Inspector's report of the schools is indifferent. He considers that in some there has been a decided improvement and some have fallen back, but as the examination this year was very searching and strict, as remarked above, the result may be considered satisfactory.

"I agree with Mr. Denniston in his opinion that Urdu and Roman characters should also be taught in the Normal School. The parents of the boys are anxious that both these characters should also be taught in the halkabandi, pargana, and tahsili schools.

"There are 136 Government aided and unaided schools under the management and supervision of the committee and the attendance in them is very good.

"There are 15 girls' schools, five Government, one halkabandi, one Presbyterian Mission, and eight other Missions. The expenditure on the five Government schools amounted to Rs. 351, and this sum was met from Provincial revenue. The expenditure of the halkabandi school was Rs. 85, which was paid from local rates and cesses. The Presbyterian Mission School got Rs. 156, and the other schools got Rs. 420 from Provincial revenue.

The attendance in all speaks well of the good management.

"Of the boys who were educated in the tahsili, pargana, and halkabandi schools, 12 have received employment during the year.

"The Deputy Inspector, Pandit Mulchand, continues to merit the good wishes of the committee."

MAINPURI.—Secretary, Mr. Gray. "The committee meetings were badly attended. The average attendance of non-official members amounted to two. No measure of any importance came up for discussion during the year.

"The supervision of schools exercised by the subordinate educational staff was regular and frequent. The Deputy Inspector, Jamil-ud-din, made 271 inspections, and the Sub-Deputy Inspector, Gopinath, 346; thus every school was visited four or five times. The remarks, however, recorded at the time of the inspectiom were in many instances not worth the paper on which they were written. The Deputy Inspector was severely reprimanded by the committee for having recommended the granting of leave to a teacher for the purpose of carrying on trade. The reprimand was recorded in the minutes and the teacher at once dismissed.

"The year was on the whole a favorable one. In the months of September, October, and November the attendance fell off owing to the outbreak of fever.

"There are 141 schools of all kinds in the district as compared with 149 last year. These consist of 123 primary schools, 10 middle class (pargana and upper primary) and eight girls' schools. Last year the numbers were 130, 11, and 8 respectively. Seven aided schools and one halkabandi have been abolished, thus accounting for the decrease.

"Of the middle class schools, the Mainpuri tahsíli school is the best and the Karhal tahsíli school the worst. I had to notice last year a falling off in the latter school. A large private school has been set up in Karhal by some Sarogi Baniahs, who form a considerable portion of the population, and this fact seems to point to the slack attendance in the tahsíli school. The number on the rolls in these schools is 42 to 46 last year; with one school less the numbers appear about the same. The cost to Government per head is Rs. 19-12-11 to Rs. 24-6-8 last year.

"Besides the five tahsíli schools there are five halkabandi schools teaching up to the middle class standard. Last year there were six of these schools, but one has since been reduced to be an ordinary halkabandi school.

"Ten boys were successful in the middle class vernacular examination as against five last year.

"A request has been made for the appointment of a Persian teacher at Rs. 10, and a second Hindi teacher at Rs. 8 per month in the tahsíli school, as these teachers are entertained in all the sadr stations of this division, but there are no funds available.

"It would be a matter for congratulation if the pay of tahsíli school teachers could be raised from Rs. 10 to Rs. 12; at present there is no difference in the scale of pay betweem them and the highest grade of halkabandi teachers.

"I regret to say that I was only enabled to examine one of these schools, as I was absent on leave during the early part of the cold weather.

"There are 123 halkabandi schools (primary) teaching up to the 3rd class with 3,767 boys on the rolls, as against 129 with 3,792 last year. Thus with six schools less there are only 25 scholars less. Of these boys only 211 are Muhammadans, but this being an essentially Hindu district, there is nothing remarkable in this fact. I am glad to be enabled to state that 347 boys learn Urdu now, while last year only 290 did.

"The cost to Government per head is Rs. 3-13-10 to Rs. 4-5-0 last year.

"Fifty-nine boys passed in the upper primary examination this year to 55 last year, while in the lower primary examination there were only 342 successful candidates to 485 last year. This is a matter for regret, but I can only repeat the remark I made in my last year's report, that the teachers do not regard these examinations as in any way affecting their future interests, and therefore take no steps to present their pupils at the examination or to prepare them for it with any hope of success.

"Owing to reasons given above I was enabled to examine only six of these schools, and those I found all bad with exception of one school, *Bhatani*, which is undoubtedly a good school, and one in which the zamíndars take more than a passing interest.

"Munshi Het Rám, Deputy Collector, however, examined 26 of these schools, but recorded no special remarks.

"A few were also inspected casually by the tahsíldars of Mustafabad and Bhongaon.

"The great drawbacks to these schools are those I have remarked in every annual report—the irregularity in the numbers of the various classes and the insufficient pay of the teachers; but Secretaries are helpless with the small funds placed at their disposal. I can find no remedy for the first defect, for teachers will never be brought to see that their classes should be evenly taught and that their energies should not be entirely devoted to one or two promising boys, to the detriment of the rest of the school. The remedy for the second defect is plain: reduction in the number of the schools and a more systematic grading of the teachers, supposing the budget allotment to remain the same. I bestowed some care on this matter two years ago, proposing that the schools should be reduced to 100, and the pay fixed at Rs. 12, 10, 9, and 8, with assistants (where required) at Rs. 6. I have heard nothing more of the subject and conclude it has been pigeonholed. That the present low scale of pay holds

out no inducement for men of a better stamp than that of the present teachers to come forward is obvious from the fact that boys successful in passing the educational departmental examinations avoid the profession of teachers and enter that of patwáris and muharrirs.

"Patwáris' papers are now distributed among the schools. Owing to some hitch I found on my return from leave in December last that the papers had not been distributed, and therefore I am unable to report whether the scheme works well.

"The girls' schools number eight, of which three are aided only. The cost of each girl (166 in number) is Rs. 3-2-8 to Rs. 3-0-2 last year (when they numbered 176). I regret that no improvement has taken place in these schools, but in two of them old and inefficient teachers have been dismissed, so that improvement may be expected next year.

"There is only one aided school for boys. The rest were abolished owing to the failure of zamíndars to pay in the fees in advance. The zamíndars put in the thin end of the wedge in the shape of a preliminary half-year's subscription and then fondly imagine that Government will thereafter make the schools halkabandi schools for ever.

"Several teachers were dismissed for misconduct or incompetence during the year under report, but owing to scarcity of funds no rewards could be given to deserving teachers.

"It remains to be seen whether the increased power given to the members of the district committee by the new decentralization scheme will infuse in them any vigour, but knowing the people here from a residence amongst them of over two years, I am afraid that the scheme, as far as education is concerned, will fall dead."

"ETAWAH.—Secretary, Mr. Teyen. "*Changes in Committee.*—Although there has been no change in the personnel of the non-official members of the committee during the year, the Secretaryship has changed hands perhaps more frequently than was advisable, but this was unavoidable, as the district was short-handed for some time.

"*Number of Schools.*—The year closed with 109 schools for boys and five for girls, as compared with 117 and two respectively in the preceding year. There has thus been a decrease of eight schools for boys and an increase of three girls' schools.

"It was found necessary to close eight halkabandi schools for boys during the year, as the attendance was very poor and the progress made unsatisfactory. The three girls' schools reduced by the committee have been re-established, as they are Government institutions, and it was pointed out by the Director of Public Instruction that it was beyond the committee's power to abolish such schools. These girls' schools will be noted on separately hereafter.

"*III, Middle Schools.*—As in the previous year, the middle class vernacular examination course was taught in the five tahsíli schools and in 12 halkabandi schools, as also in the municipal branch school. While the improvement in the average number on the rolls and the daily average attendance is trifling in 1881-82 as compared with the previous year, the results of the recent middle class vernacular examination as published in the Government Gazette, are in the highest degree satisfactory, and the district is to be congratulated on coming out first in the whole of the united provinces with the large number of 41 passed students, or 32 per cent. of the average number on the rolls during the year and more than double the number passed in the preceding year.

"From this year six halkabandi schools have been reduced to the primary standard, so that there will remain only six in which the middle class vernacular examination course will be taught for the future; the Educational Department having impressed on the committee that the real *raison d'être* of these halkabandi schools is to impart the merest elementary knowledge to the agricultural community.

"*IV, Primary Schools.*—Judged by the slight and inappreciable effect on the total number on the rolls on the 31st March, 1882, and on the average daily attendance, there can be no doubt that it was a wise measure to reduce eight boys' schools, for the marginal table shows that there was a decrease of only 155 under the former and 28 under the latter head; whereas, on the other hand, the average number on the rolls during the year increased by 75, notwithstanding the reduction. With proper management and judicious location 100 halkabandi schools would seem to be ample for the requirements of this district, and I do not think this number should be increased at any time, unless under exceptional circumstances. To a zealous and diligent teacher there should be no difficulty in securing the attendance of boys residing within a mile or so of his school. Mr. Nugent, who inspected about half the schools in his cold-weather tour, found that there had been no falling off in their efficiency and condition, and there is no reason for supposing that there has been any great change in the state of village education during the past year in this district.

	1880-81.	1881-82.
Number of scholars on the rolls 31st March 1882 ...	3,387	3,232
Average number on the rolls during the year ...	3,151	3,226
Average daily attendance ...	2,501	2,473

"*Girls' Schools.*—There are five Government schools for girls and there were 104 scholars on the rolls on 31st March, 1882, which gives on an average 20 girls per school: the average daily attendance during the year was 79, or nearly 16 a school. These figures do not augur ill success for the future.

"*School buildings.*—There are altogether 90 Government buildings in this district: five tahsíli, 84 halkabandi, and one municipal schools. The repairs of the tahsíli and municipal buildings are done by the Public Works Department, and of the halkabandi by the committee. Besides these, 16 halkabandi schools are located in private houses, repairs of which are done by the owners themselves: and three buildings are rented at Rs. 2 each per mensem for the municipal schools. The repairs to school buildings were more extensive than in 1880-81, owing to the unusually heavy rains last year.

"*Inspection.*—As regards inspection work I can say nothing of my own personal knowledge, as I did not inspect any of the schools. Owing to my having charge of the treasury I was unable to go out into camp; but I have Mr. Nugent's authority for stating that he inspected about half the number of schools in the district during his recent cold-weather tour, and that on the whole their condition was satisfactory both as regards tuition and supervision. Shaikh Najam-ud-din, Deputy Collector, has also inspected ten schools, and his report is similarly favorable. Thus, it will be seen that the work of inspection was not neglected by the district officials who had an opportunity of examining these schools. I am glad to say that the tahsíldars also seem to have been aroused to their sense of duty in this matter, for they have made frequent inspections during the past year of the various schools within their jurisdiction, recording their remarks in the visitor's book. Constant supervision like this must have the very best effect in maintaining the efficiency of schools. As for the [non-official] members of the committee, I regret to say no help of any kind has ever been received, nor do they as a rule evince any real interest in the matter. They would seem to care no more for the welfare of village schools than they do for Greek! I have, however, to record the fact that Tiwari Jaswant Singh of Hardoi, a member of the committee and a wealthy *rais*, visited the two schools on his estate, and he was pleased to distribute 12 annas worth of sweetmeats to the boys as a mark of his good will. Except this solitary instance of generosity, there is nothing to show that any other native gentleman on the committee ever took any interest in any of our village schools during the past year.

"*Revision of salaries of halkabandi school teachers.*—The proposal made by the committee last year for improving the position and raising the salaries of halkabandi school teachers was negatived by the Director of Public Instruction. The new scheme involved a monthly increase of Rs. 187. It is not necessary for me to urge the matter again as it has been finally rejected; but in view of the recent orders of Government on the subject of enlarging the powers of local committee, it would perhaps be a step in the right direction if this question of increasing salaries of village teachers within the budget allotment was left entirely with the committee.

"*Muhammadan Education.*—There has been a falling of in the number of Muhammadan boys attending these halkabandi schools from 86 in 1880-81 to 78 in 1881-82, which is no doubt due to the fact that the course of studies pursued in village schools is not appreciated by Muhammadans, who prefer Urdu to Hindi tuition.

"*Incidence of cost.*—The incidence of cost in 1881-82 has been abnormally raised in consequence of the teachers being paid for two months in the year according to the revised scale of salaries fixed by the committee, and which was discontinued subsequently. The cost of educating the village lad up to the middle class standard has been Rs. 17-12-4 for the year, and in the primary class Rs. 4-9-7: and for each village girl the cost has been Rs. 2-14-0. The last is paid entirely by Government, and of the former the State has had to pay Rs. 15-12-5 and 4-4-10 respectively, the difference being met from other sources.

"*General remarks.*—Whatever success has been attained in the administration of these halkabandi and tahsíli schools in the past year is due entirely to Mr. Nugent, who took much interest in the work and devoted a good deal of time and labor to the subject. Munshi Nannu Mal, the Deputy Inspector, has been in the district throughout the year and has worked satisfactorily. He seems to be a zealous and conscientious officer. It is, however, a pity that he does not, like his predecessor, know English, as he would then have been of greater value in his post. The Sub-Deputy Inspector, Pandit Sital Din, has also worked satisfactorily."

ETAH.—Secretary, Mr. Denman. "The number of schools has decreased from 153 to 150, made up as follows:—

		1880-81.	1881-82.
Boys' middle class vernacular	...	26	17
" primary " English (municipal)	...	3	3
" " " Vernacular	...	117	123
Girls' " " "	...	7	7
	Total	153	150

"In these figures a school is counted twice over if it contains both middle and primary classes, and according to such a method of computation the number of schools has decreased. But if each school is counted only once, even if it contains more than one department, we find that the number of schools has increased from 127 last year to 133 this year. There have been during the year two halkabandi schools closed and eight opened; and in ten of such schools the middle class has been abolished, while in one such class has been opened.

"The number of students receiving instruction on the 31st March, 1882, was 4,462, as compared with 4,212 of the preceding year and 3,821 of the year before that, showing a steady increase.

"On the 31st March, 1882, the students on the rolls of middle class schools were 169 as against 158 last year; the average number on the rolls during the year was 147 as against 154 last year, and the average attendance was 124 as against 132. These figures are very satisfactory when it is remembered that their number was diminished by nine during the year. The small decrease in the figures also shows that the schools abolished were of no great size.

"The numbers and attendance in the three primary English schools show a slight falling off.

"There are 123 primary vernacular schools, of which four are tahsíli, three are pargana, five are municipal free schools, 105 are halkabandi schools, and six are schools aided by contributions from the halkabandi funds. Owing to an oversight these aided schools were not shown separately in the report last year, but were included in the halkabandi schools. The numbers of this year compare very favorably with those of last, the total number of scholars on 31st March, 1882, in all primary vernacular schools being 4,036, as compared with 3,790. Of this number 755 are classed as upper primary and 3,281 as lower primary, as compared with 747 and 3,043 for last year. Thus the lower primary classes show the greatest proportional increase.

"Leaving out the aided schools from the figures of this year, the average number on the rolls and the average daily attendance were 3,638 and 3,020, compared with 3,673 and 2,989 of last year, showing a slight improvement.

"In the aided schools the number of scholars on 31st March, 1882, was 153, the average number on the rolls 167, and the average daily attendance 125. These schools are situated mostly on the estate of the Raja of Awa, which is at present under the Court of Wards. The Government contribution is Rs. 2 or Rs. 3 monthly towards each school.

"The girls' primary schools are stationary. There is scarcely any perceptible change in their condition.

"The expenditue this year is in excess of that last year, but it is not in excess of the amount budgeted for. It appears that the average expenditure per head educated is about the same as last year, except in middle class vernacular schools, where it has decreased. This decrease is due to the closing of several such schools, mention of which has already been made.

"The district has again been very successful in the middle class vernacular examination—a result due, I believe, in a great measure to the Deputy Inspector, Ghafur-ud-din. Ten boys passed in the first division, three of whom obtained scholarships from the Director of Public Instruction; twenty passed in the second and four in the third division, total 34; out of them 7 passed from halkabandi schools, two from pargana schools, and 25 from tahsíli schools.

At the annual inspection held by the Inspector 118 boys passed in the upper primary and 179 in the lower primary examination. This total number 297 is but a small proportion of the 4,036 odd boys in the primary classes, and is I believe lower than the number who passed last year. In the upper primary classes 118 out of 755 passed and in the lower only 179 out of 3,281; but the low proportion in the lower primary classes is due to the fact that no classes below the 5th were examined.

"In his reports on the halkabandi schools in which a middle class existed Mr. Lloyd in most cases recorded his opinion that the school-master had neglected the lower classes in order to pay his attention to the one or two boys in the middle class department, with the hope that by making them pass in the middle class examination he would be rewarded by the committee. This is a thing which ought to be prevented and the committee, on the Inspector's report, have attempted to put a stop to it by refusing rewards to such halkabandi teachers who have been successful in passing boys in that examination, while they have neglected their lower and more backward boys.

"The usual inspection of schools has taken place during the cold-weather by the officers in camp. Committee meetings have been regularly held in Etah and at each tahsíl.

"No private students from this district passed in the middle class vernacular examination.

"During the year 29 students have obtained Government employment. Last year only 20 students succeeded in doing so.

"The very satisfactory results of the year are due to the efforts of the Deputy Inspector, Ghafur-ud-din, and his assistant, who deserve every credit for the position in which they have maintained the district in the results of the middle class vernacular examination. This great success in the examination is the result of constant work on their part during the year."

ROHILKHAND DIVISION.

BIJNOR.—Secretary, Mr. Shakespear. "There has been no change in the number of schools or their distribution as compared with the previous year.

"There was only one case during the year in which a village school had to be transferred to a better locality.

"Two new mission girl schools were opened during the year.

Of these the Christian girls' boarding school was inspected by Mr. Graves, the Inspector of schools, in February last. His report was a favourble one and recommended a continuance of the grant.

"Turning now to the schools under the committee's control, although there has been no increase in the number of schools, the number of pupils on the roll has risen by 8·5 per cent. in the upper division, 1·0 per cent. in the lower division, and 2·2 per cent. on the total.

"The average daily attendance has been 2,933. On referring to the report of last year, I find the average attendance was stated to be 3,054. This was an error: 3,054 represented the average attendance for the last month of the year, the average should have been struck on the whole twelve months. The average thus struck is 2,731. The year under report therefore shows an improvement.

"There has been a rise in the cost of tuition per pupil of the middle class Government and aided institutions, which is due to the re-distribution of the salaries of teachers.

"There was no change in the controlling staff during the year under report.

"The Deputy Inspector, Muhammad Fazl-ul-Rahman, and his assistant, Muhammad Ali Ahmad, held office throughout the year. Their work has been marked by great thoroughness and zeal: both officers have devoted much time and attention to the inspection of schools.

"Most of the schools were, moreover, inspected by the pargana officers during the cold-weather tour and all the necessary improvements as to tuition and school accommodation were brought to the notice of the committee.

"There were nine schools imparting secondary education the same as in the previous year, but the number of students has risen by 16.

"These schools sent up 52 students for the middle class vernacular examination against 45 in the previous year, and the result was a very satisfactory one:—

Year.	Number of examinees.	Number passed.	Percentage.
1880-81	45	16	35
1881-82	52	22	46

"Of the number passed one stood eleventh in order of merit and, obtaining a Government scholarship of Rs. 3 per mensem, has since joined the zila school.

"The number of schools with primary classes has remained unaltered, but the number on the roll shows an increase of 50.

"The result of the examination of the upper primary classes cannot be properly compared with that of the preceding year; for the 184 passed students of the year 1880-81 included successful pupils of the 4th class in schools where the 3rd class never existed, while the figure 153) passed this year represents the successful pupils of the 3rd class only, exclusive of 112 passed boys of the 4th class.

"The four girls' schools in the district show an improvement this year, both in respect of the number on the rolls as well as their general efficiency.

"One of these at Chandpur had to be closed during the current year owing to the municipality reducing its contribution.

"Books worth Rs. 768-12-0 were sold during the year against Rs. 704-10-0 last year.

"So far as could be ascertained, 18 students have succeeded in getting employment during the year."

MORADABAD.—Secretary, Mr. Thornton. "I have been uninterruptedly in charge and was able in the cold weather to visit personally several schools in each pargana. I visited all the outlying tahsili schools, with the exception of the Chandausi one, that having just been examined by the Inspector of Rohilkhand when I was at Chandausi, and I myself being otherwise employed.

"The condition of the six tahsili schools and two pargana ones (at Kant in Amroha and Sirsi in Sambhal) appears to be satisfactory. The attendance at them has not appreciably varied since last year, the largest change in numbers being at Amroha tahsili school, where there is an increase of 10. When I was at Amroha in January there were 74 names on the roll, and the average attendance appeared to be about 60. This is as much as can well be managed by the teachers, though of course the large population of Amroha might supply a greater number. There are, however, a great number of *desi* schools at the place, besides the anglo-vernacular school close by. I thought well of the state of instruction at Amroha, and the Inspector of Rohilkhand considers the results of his examination 'very satisfactory,' and recommends the teacher for promotion to the second or Rs. 15 grade when practicable. He also speaks of the Kant school in this pargana as greatly improved, it having before the year under report been decidedly decadent. I visited this Kant school when passing through, but did not examine. The people have got *desi* schools in Kant too, though it is only a large village.

"The Thakurdwara school was considered by the Inspector to have improved and the upper classes to be satisfactory. Both he and myself, who had been there shortly before, did not think so well of the lower classes, and the teachers were admonished on the subject. There were 48 boys present at my visit, and 59 upon the roll. The school building, though a substantial and well-situated edifice, has scarcely accommodation for those who at present attend it; the inside is more confined than one would expect from its outward appearance.

"The Moradabad tahsíli school did not acquit itself very well before the Inspector, and he finds fault with the promotion of its teacher to the 1st grade, or Rs. 20 a month. This promotion was made last April, when it was necessary to promote some one to that grade, and I, having only freshly taken over school affairs in this district, was unable to advocate any other appointment with strength, though I did recommend some one else. The promotion of the Moradabad teacher was effected entirely by the native gentlemen on the committee, who possessed that personal knowledge of the man which in such cases is their great qualification for the control of district affairs. The teacher has now been warned that his tenure of the increased pay depends on improvement before next year, and a change of *náibs* has been made.

"The Sambhal school is moderately good, but that at Sirsi in the same pargana seems to be rather below the average. When I was at Sambhal there were 50 names on the roll, and 46 boys attending. There are only two masters there. Sirsi has the same staff, and about the same attendance.

"The Hassanpur tahsíli school is at present the most flourishing in the district. The Inspector speaks of it as "highly satisfactory," and I had noted not long before that it was the best I had seen. There were then 82 boys on the register, of whom 68 were present. A few of them seemed below the mark in geography; but this is a weakness of many schools, and has doubtless in part resulted from the scarcity of maps that for a long time existed here. A new supply has recently been obtained and distributed.

"The Chandausi school is, by all accounts, not very good. The Inspector finds a great deficiency in mathematical knowledge, and says that the teachers apply themselves rather to pass their pupils in the middle class examination than to maintain a high level of instruction throughout all the classes.

"That the attendance at schools in this district does not increase is in great measure due to the high value set by the people on a knowledge of the Persian tongue, which is not imparted in Government schools. Parents who are able themselves to provide for their children's education prefer that the latter should be instructed in Persian rather than be taught the Sanitary Primer or the geographical position of distant countries. And as the Deputy Inspector observes in his report to the committee, when the boys themselves have learned some Persian, they look with contempt upon studies in the vulgar tongue and are unwilling to prosecute any. The over-use of Persian even in the Government schools is sometimes denounced by English officers: but here at any rate the more Persian taught, the more scholars attend. Of course a certain number of localities must be excepted, but that is the rule.

"There are five halkabandi schools in the district teaching above the 3rd class, the upper limit of primary instruction, besides one at Kishan Das Sarai in Sambhal.

"Of the 23 boys sent up by the above schools for the middle class examination, only three passed: one in the 1st, one in the 2nd, and one in the 3rd class. This does not look brilliant, but is (I rely on the Deputy Inspector's account of past years) better than the district had been wont to do up to 1880-81. Formerly it used to pass two or three boys in the same number of years.

"In 1880-81 eight boys passed, and doubtless this encouraged a larger number of competitors to go up in the year under report. That three passed indicates a substantial improvement from the earlier period, though also that last year's number must not be regarded as an average that can be kept up.

"The circumstances of the reduction of the anglo-vernacular school at Amroha (municipal) to a primary grade were mentioned in last year's report. On that footing it continues to do well. It is the only school of the kind in this district, so that when I visited it I had nothing wherewith to compare it. The boys of the upper classes seemed to have a very fair acquaintance with English, which was the only subject that I had leisure to examine in. There was great inequality between boys in the same form, but probably they were on a level in other subjects. There were 61 boys present at the time of my visit, and the average attendance is very nearly that. The monthly income from fees has risen since last year from Rs. 8-9-0 to Rs. 10-5-0, and the school has now a considerable surplus to its credit.

"There are at present 118 schools imparting primary education in the district against 117 that were open at the time of last report. Of these 118, two are municipal schools, seven municipal free schools, and the remainder of the ordinary halkabandi type. The total attendance of boys at these primary schools is 3,199, against a slightly larger number (3,292) registered as attending at this time last year. The decrease arises in all probability from the rectification of the school registers which

has been attempted to be effected. Formerly the teachers used to enter in the registers numbers of boys who never attended at all, not to speak of those who had left off attendance or attended with the greatest rarity. Efforts have been made to check this, but I do not suppose they have been attended with more than partial success. It must be acknowledged that the village teacher's register forms a very poor criterion of the local taste for education. In the cold weather I visited a moderate number of these halkabandi schools in various parts of the district, and believe they are in a fairly efficient state. Nearly a year ago we were informed by the Inspector that no school could be considered up to the mark which did not possess a 3rd class. I had a list of schools not teaching up to that class made out, and the teachers were enjoined to start a 3rd class wherever possible. But subsequently there appeared great difficulties in the way of enforcing any hard-and-fast rule on the subject, so that proposals were not submitted to the committee for closing any schools except those which were known otherwise to be in a bad condition. At many villages I found it unquestionably true that parents removed their children to do practical work after a certain age: so that it was not the teacher's fault that there was no 3rd class. At others the level of intelligence is low, or causes operate to break the regularity of attendance, so that the teacher can scarcely keep up even a respectable 4th class. And if schools at these places are to be closed, the result will be arrived at of denying education altogether just where it is most needed.

"Besides the above there are nine female schools at present open: six being halkabandi ones and three municipal aided. The aggregate attendance is 172. I have not seen any of these myself, but they are occasionally visited by the Deputy Inspector.

"There were twenty scholarships granted in this district for the year under report of Rs. 3 per mensem each.

"After repeated changes in previous years in the offices of Deputy and Sub-Deputy Inspector, they have been held continuously during the year under report by Mannu Lal and Janki Parshad respectively. Of the work of the latter, the Sub-Deputy Inspector, I know little personally. The total of examinations conducted by him during the year is 141. He has visited all the schools in the district, with the exception of three mission schools which are not, I believe, considered to lie in his province. The Deputy Inspector, Mannu Lal, has visited all the schools in the district during the year and has held 145 examinations. I have derived considerable assistance from him in my capacity as Secretary, and have been well satisfied with such of his work as concerns me.

"I received a full report from him a short while ago, evincing a good acquaintance on his part with the condition of all the more important schools."

The Commissioner adds:—"Mr. Thornton displays great interest in the progress of the various schools, and has devoted much time and trouble to their inspection during the year."

BUDAUN.—Secretary, Mr. Darrah. "The total number of schools in the district at the close of the year under report was 120, as against 121 in the previous year. The change is caused by the suppression of a useless female municipal school in Ujhani. The total number of pupils on the roll in 1881 was 4,249, as against 3,753 last March.

"There is an increase or hardly appreciable decrease in the numbers of each class except the 7th. In this class, however, the decrease is very great, there being 685 children less on the roll this year than there were in March, 1881. The Deputy Inspector explains the difference by saying that he made the teachers strike off the names of a large number of pupils whose attendance was merely nominal. Either they did not come at all except at long intervals, or else they came and merely sat in the school without attempting to learn anything. This explanation is no doubt to a large extent true, but I am not altogether satisfied with it. I do not think it is enough to account for so large a decrease as almost 14 per cent. of the total number of pupils on the roll. It will account for a good deal however, as I know from personal experience that I found very few schools with 'dummies' on the register, *i.e.*, boys who were entered duly, but who were marked absent sometimes for months. Considering the Deputy Inspector's explanation as only partially sufficient, I am at a loss to account in any other satisfactory way for the deficiency. As far as I have been able to ascertain, there was nothing abnormal about either of the years under comparison. The reason why the decrease is confined almost entirely to the 7th class is that the names struck off for non-attendance were almost always those of the youngest boys. It was, and I fear is still, but too common a custom for a teacher to gather together all the little children of a village and enter them in his lowest class, notwithstanding the fact that they are often far too young to be taught anything. The parents are often glad to have the child looked after for a part of the day, and the teacher benefits by having an additional name for his roll. I have frequently found that a child who hardly knew his letters had been on the school register for a year and more. All cases of this kind where found were at once attended to and the roll amended. Further, it should be borne in mind that though there are 685 names less on the roll of the 7th class than there were last year, still the total decrease is only 496, or 12 per cent.: so that the difference to be accounted for is somewhat less.

But for all this, I do not think that the Deputy Inspector's explanation fully meets the case. Even if it did, it would imply that education was not progressing—that it was stationary; whereas, as it stands now, education seems to have retrograded. Iam compelled to admit that I think it has, as far as this matter of numbers is concerned. I believe fewer boys were taught last year, because fewer parents cared to have them instructed. Whatever the cause may have been, lower primary education was not properly appreciated last year. One cause which I believe operates considerably in this district is that Persian and Hindi are never taught in our schools as the people wish them taught. They generally fail to see the use of history and geography. Some intend their boys to become moharrirs, and consider a Persian education quite sufficient; the boys are accordingly sent to some maulvi, who will teach them to read and write Persian and teach them nothing else. Some are Baniahs, and regard arithmetic and a mastery of Hindi sarafi as the only points to which education should be directed. None of these will hear of time being wasted over anything but the direct object they have at heart. There are 108 private schools in this district with a supposed roll of 1,192; of these :—

53 teach Persian only to 524 boys.
30 „ Persian and Koran only to 422 boys.
13 „ Persian and Urdu only to 102 boys.
4 „ Hindi sarafi and arithmetic only to 63 boys.
3 „ Persian and Arabic only to 26 boys.
3 „ Sanskrit only to 13 boys
1 teaches the Koran only to 32 boys.
1 „ Urdu, Nagri, and arithmetic only to 10 boys.

Without the figures for 1881-82 it is impossible to institute any comparison about these schools, and consequently we cannot say to what extent they may have affected the Government institutions.

"So far as to number of students in the gross. In the 1st, 2nd, 3rd, 4th, and 6th classes there are more pupils now than there were in the same classes last year, and in the 5th class there are only four pupils less now than there were last year. It is impossible to resist the inference that the standard of education has somewhat risen. It might be urged that this depends entirely on the nature of the examination by which the transfer from one class to another was effected. Admittedly so; but I have reason to believe, as I shall show later on, that these examinations were fairly conducted and were good tests of the teaching the pupils received. One reason I may mention at once. The Inspector of the division examined all the boys of the 5th and 3rd classes of halkabandi schools and passed 177 in the former and 97 in the latter. The Deputy Inspector also examined these classes during the cold weather and passed 170 in the former and 84 in the latter, thus actually passing fewer boys than the Inspector. His results too were in the majority of schools filed in the office before the Inspector came round, and consequently it was almost impossible for him to have so altered his returns as to make them tally with those of the chief educational officer of the division. I consider this a strong reason for believing that the Deputy Inspector's examinations were fair and good tests of the teaching imparted. Consequently I consider the improvement in the educational standard shown in the table above referred to to be a real improvement resulting from honest work, and not a mere paper statement calculated to mislead.

"On the whole, therefore, I am inclined to think that, though we have lost in numbers, we have gained in efficiency; that though fewer children are taught, those few are taught better: and I consider the change to be satisfactory rather than otherwise.

"At the beginning of the year under review ten school buildings were lying in ruins, nine having been destroyed by the floods of September, 1880, and one by fire. Funds for the repair of some of these buildings were given in 1880-81, and last year six of them were rebuilt; two are being rebuilt now, and one more will probably be completed in the course of the present year. The tenth building, that at Mailha, will most probably not be repaired, as the school is not flourishing, and the teacher will probably be transferred.

"Two or three slight changes of detail were made during the course of the year. A vernacular register is now kept up showing rewards bestowed and fines imposed on teachers, also transfers made and leave granted. It is possible from this to see at a glance something of the character of the men employed. A few instances will show the value of this book. Formerly, when there was no check of this kind and when a new Deputy Inspector or new Secretary came to the district, men who had been repeatedly fined and even dismissed were sometimes promoted or appointed. Thus I find that before this book was made out, I raised the pay of the teacher of one of the branch tahsili schools, Budaun, although he had been fined five times before; and similarly rewarded the teacher of Dhanari, although he had been fined eight times and dismissed once in the course of his service. These promotions would have been impossible with a character-roll like that now in existence. An English register has also been prepared, a couple of pages being left for each school in which are entered—

(1) Remarks after examination of Inspector.
(2) Ditto ditto of Secretary or other District Officer.
(3) Tabulated result of the annual examination of the Deputy Inspector or Inspector according to the new rules to be referred to presently.

"An attempt was made during the hot weather last year to draw up a scheme introducing the principle of payment of teachers according to the results of their work. This principle was, however, introduced to a very slight extent and took the form of rewards bestowed and fines imposed on teachers according to the number of pupils who passed an examination to be held by the Inspector in tahsili and by the Deputy Inspector in halkabandi schools.

"These rules, amended, have been in force during the cold weather, and appear to me, after careful examination, to have worked satisfactorily. I personally inspected 33 schools, and in only one did I hear any complaints as to the Deputy Inspector's examination. On re-examining the boys whom the teacher in this case described as fit to pass, I found that only those actually passed by the Deputy Inspector were fit for promotion, and that the teacher's complaint was therefore groundless. In one instance I found two boys wrongly promoted; but here the examination had been held by the Sub-Deputy Inspector and not by the senior officer. In every case, therefore, where I tested the Deputy Inspector's examination, I found that the boys he passed and no other were fit for promotion. This fact, coupled with the statement made in para. 2, is, I think, satisfactory evidence of the fairness of the examinations held this cold weather.

"Under the new rules the rewards greatly exceeded the fines, but on the whole year the fines were in excess, consequently the committee found no difficulty in giving the rewards. Should, however, the fines not come up to the amount of the rewards, we could fall back on savings from pay of teachers caused by absence, &c., and I would therefore suggest that the amount in hand from this source at the close of the year be left entirely at the disposal of the committee for payment of rewards.

"The average annual savings for the last five years is shown to be over Rs. 195. If to this sum be added savings from the contingent allotment, the committee would have a fund amply sufficient for any emergency.

"It was apprehended at first that there would be considerable trouble in carrying out the new scheme, but experience has shown that scarcely any additional work has been thrown on any one by reason of its introduction. The Deputy Inspector was always accustomed to make a monthly report showing the result of his examination, and he does the same now, with the difference that he introduces a table showing rewards due and fines to be inflicted. The English clerk has to copy these into the inspection-book, and therefore to a small extent his work is increased. But I am not aware of any other difference as to amount of labor in consequence of the working of these rules.

"It was also feared at one time that the Deputy Inspector would be too lenient or too strict. In the former case the committee would be threatened with bankruptcy; in the latter too many teachers would resign, and there would have been a difficulty in keeping the schools going. Neither of these fears has been realized. The comparison between the Inspector's and Deputy Inspector's lists of passed boys shows that the latter official has not been too lenient, whereas the absence of complaints has proved that he was not too strict. In the Inspector's annual examination and the Secretary's cold-weather inspection we have a check against the former danger, and it is believed that the rules furnish a safeguard against the latter.

"The efficiency of the teachers is, I think, improving, notwithstanding the apparent retrograde tendency of education as judged from the register of students.

"Of the 43 now without certificates ten went in for the examination this year. The Deputy Inspector believes the majority of these will pass. At this rate we shall soon have none but properly qualified teachers in our schools.

"The only controlling agents in the district are the officers who by virtue of their posts are connected with education, and one member of the committee, the Revd. Mr. Hoskins. Mr. Whish in his report last year remarked that the native members of the committee were beginning to take an interest in the subject and to exert themselves in examining schools and encouraging education. I regret to have to notice that the interest displayed before the late Secretary proved evanescent. A few members ordinarily attended the meetings of the committee, but not one of them (always excepting Mr. Hoskins) seemed to care in the least what became of the schools or to know whether one teacher was better or worse than another. Doing work through the medium of the committee simply caused delay, and, as far as I can remember, was productive of no good results whatever.

"Mr. Hoskins of the American Mission proved himself the only useful member of the committee. He examined schools during the cold weather and often sent me useful information with reference to their progress and the conduct of the teachers. He kindly assisted me in drawing up the new rules lately put into operation, and in other ways showed that he took a real interest in promoting the cause of education in the district.

"I have already expressed my opinion of the Deputy Inspector, Maulvi Mohi-ud-din. I was somewhat prejudiced against him at first by observing how carefully he availed himself of every day's leave that he could possibly obtain and by his frequent requests for permission to absent himself at odd times. His anxiety to get away from the district as often as possible is his main fault, as far as I have seen. His work seems

to me good, and I believe him to make a nearer approach to honesty than most natives in his position. Munshi Debi Pershad, the Sub-Deputy Inspector, I have not seen much of, but he seems a reasonably fair man as far as I could judge.

SECONDARY EDUCATION.

"There are four tahsíli and three pargana schools. Also thirteen of the halkabandi schools teach up to the secondary standard. These with the zila schools form the institutions for superior education in this district.

"The zila school not being under its care, the committee is unable to give any definite information as to its work during the past year.

"The tahsíli schools can, however, be reported on favorably, I am glad to say. The best of them is perhaps Sahaswan. There are 107 names on the roll, and all the three boys of the 1st class passed the middle examination, one of them being placed in the first division. The Inspector says of it: "It is one of the best schools of its kind in Rohilkhand." Next to Sahaswan comes Budaun in point of excellence, but the difference is not much between them. There are 115 boys on the roll, and of these 85 passed the Inspector's and three the middle examination. A reward of Rs. 20-9-0 was paid to the teachers. The school is a very flourishing one, but more accommodation is badly wanted. The project for an additional building has not yet been sanctioned, and so long a time has elapsed since it was sent up that I fear there is no immediate prospect of this much-needed change being carried into effect. The Bisauli and Gunnaur schools come next, I think, in order of excellence, but the former is considerably better than the latter, as 53 passed out of 73 in Bisauli, and only 22 out of 51 at Gunnaur. On the other hand, the smaller school passed a boy for the middle school examination, which the larger did not.

"The pargana schools (with the exception of that at Islamnagar) are not flourishing as they ought. The Islamnagar school is a good one. It passed a candidate for the middle examination and was favorably reported on by the Inspector. The Ujhani and Bilsi schools are unsatisfactory. In the former there is no 1st class and the 2nd class failed with the Inspector. Consequently as a middle school Ujhani was unsuccessful this year. Bilsi in some respects was worse. Although one boy of the 2nd class passed the Inspector's, none passed the middle examination, and only 16 out of 57 were entered by the Inspector as eligible for promotion. I believe the teacher to be careless and perfunctory.

"*The halkabandi middle schools.*—There are thirteen of these institutions, but they are not every one of them efficient. Secondary education does not seem required at all the places where at present opportunities for obtaining it exist, and on the Inspector's recommendation three out of the thirteen have been reduced to the status of primary schools.

"Taking all the middle schools together, there was an improvement during the year under report as compared with that ending March, 1881. In 1880-81 there were 117 boys on the rolls of the 1st and 2nd classes in the middle schools, whereas last year the total had increased to 165.

PRIMARY EDUCATION.

"Comparing the figures for 1881-82 with those of the previous year, we again notice the falling off referred to in the beginning of this report.

	Lower primary.		Upper primary.	Total.
	Girls.	Boys.		
1881-82	186	2,731	671	3,588
1880-81	208	3,306	618	4,132

"The reasons of this have been already examined. These primary schools are, to my mind, the most important in the district. It is primary education we want to extend, and it is not pleasant to find the year under report comparing in this respect unfavorably with 1880-81. It is very difficult to induce teachers, who have upper primary and middle schools under their charge, to pay proper attention to the boys of the lower classes. It was repeatedly found last cold weather that a teacher who passed in the upper classes many boys above the minimum required utterly failed to reach the minimum in his 7th class. Three schools were closed and in their place new ones established during the course of the year; but there are a few more institutions doing so badly that they will have, I fear, to be transferred or broken up altogether. One of the main difficulties a Secretary has to contend with in dealing with these inefficient schools arises from the repugnance the Deputy Inspector and committee always express to any severe punishment, such as dismissal. I am convinced this is the only punishment which produces any effect. Fines and suspension seem useless. There were nine teachers dismissed last year, and as a large number have been fined, it is hoped that a good many inefficient names will be expunged from the list after the examination next cold weather. There are nine

girls' schools altogether, and of these seven were examined by the Inspector this cold weather. In his report he says 'all the schools are doing good work.'

"The municipal anglo-vernacular school for boys at Sahaswan is doing a certain amount of good, though it seems but poorly appreciated. There are but 38 boys on the roll, and the instruction is of the most elementary nature. The teacher does not know English particularly well. A foundation can, however, here be laid for further studies at the zila schools.

"There are now but two municipal free schools in the district, those at Budaun and Sahaswan. They are doing fairly well. One utterly inefficient female school at Ujhani was closed.

"An annual sum amounting to Rs. 1,020 is alloted for scholarships in this district.

"Merit is made an essential qualification now. The committee, I think, would prefer to treat poverty as the only point to be looked to in appointing a candidate. Of the 38 scholarship-holders last year, eight passed the middle examination, and all but four were promoted, three lost their scholarships through incompetence.

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

"An improvement can be reported under this head. In 1879-80, 23 students obtained public employment, in 1880-81 13, and last year 25. Details are as follows :—

4	became	patwáris.
6	"	muharrirs.
15	"	teachers.
25	"	

BAREILLY.—Secretary, Kunwar Shiam Sinha. "There ought to be six middle-class tahsíli schools, but there are only five—namely, those of Karor, Faridpur, Aonla, Nawábganj and Shahi in Mírganj, which are all in fairly good order. The Baheri tahsíli school is only a primary school. I visited it myself in November last and found it very backward.

The village is principally inhabited by Banjaras, a class of traders that does not take any interest in education.

"The only one of the above middle-class schools where pupils are really systematically taught and where the attendance is at all large is that of Karor. I visited this school in April, 1881, and examined boys in almost every class, and found the boys I examined up to the standard in all the subjects taught to them.

"The next best school is the Faridpur tahsíli school, which I inspected in the month of November, 1881. On the day on which I visited the school the number of boys in attendance was small, owing to a local holiday. In this school I found that history and geography were well taught (including maps), the reading and writing of the boys was satisfactory, but arithmetic was a little neglected.

"The attendance in the Aonla tahsíli school has materially fallen off. The school is greatly in want of an efficient schoolmaster to teach arithmetic; neither is the present teacher nor any of his assistants well up in that subject.

"The Nawábganj tahsíli school has considerably suffered from the bad effects of fever, and consequently the attendance of boys is much below the average. When I visited the school in December last, I found only eighteen boys present, and the teacher was suffering from malarious fever and unable to attend during my examination of the boys: a large number of the boys were down with fever, hence the attendance was so small.

"The Mírganj tahsíli school is held at Shahi. I thought it on my last visit to it in December, 1881, quite satisfactory: the boys were up to the standard in all subjects.

"From the eleven middle-class schools above referred to 32 boys went up for the middle-class examination this year, out of whom 15 passed, *viz.*, nine boys in the second and five boys in the third division: one boy passed the examination in the first division creditably and obtained a Government scholarship of Rs. 3 a month.

"The Tissua and Fatehganj East primary schools are not in a flourishing condition and require special attention: better teachers are required.

"The result of the middle-class examination of the year under report is highly satisfactory, the number of successful candidates (15) being higher than that of any previous year.

"There has been, however, a decrease in the daily attendance as compared with that of last year; but this decrease in nearly all the halkabandi schools is attributable to the effects of the epidemic fever that prevailed last year in parganas Nawábganj, Baheri, Faridpur, and Mírganj. In other respects this year has been one of success.

"Six halkabandi schools have been closed this year on account of the attendance being too small to justify their being kept open.

"Six new schools have been started in their stead in different places.

"There are 109 primary schools in this district, *viz.*, in Aonla 26, Faridpur 17, Karor 18, Baheri 22, Nawábganj 13, Mírganj 13.

"There is one girls' school in the district, it is at Lilour, in pargana Aonla, the school has greatly improved, the tahsildar of Aonla spoke to me in terms of high

commendation of the school and of the tutoress, under whose clever management the school has risen. There are 34 girls on the register. Nagri alone is taught up to the 1st class. The tutoress deserves all praise, and I strongly recommend that she be promoted. I cannot lay too much stress on the importance of female education: the early impressions which boys receive in their infancy and childhood from their mothers affects their minds for the whole of their lives, and English civilization and culture will never leave a permanent mark on this country till the women are educated. I thus strongly urge that all measures that would tend to encourage female education be adopted, and that to encourage others the tutoress of the Lilour girls' school be not passed over nor her good services left unrecognised.

"There is nothing particular to note about the working of the village schools in this district, except that I think a far better class of text-book is required.

"I should also strongly urge that it is a pity that agriculture and sanitation are not made studies of in the schools. Village boys would derive far greater benefit in after life by a study of Fuller's Agricultural Primer and the Sanitary Primer than they do at present in being able to point out on the map the situation of Mexico, and the mental training they would derive from those subjects would be at least as great. I do not suppose that out of a thousand boys who are taught history and geography more than one finds in after life his studies in those subjects of practical use, whereas if the time that is spent (or part of the time that is spent) in the study of history and geography and maps were devoted to the study of agriculture and sanitation, a real practical result would be obtained by the large majority of the boys attending the schools. I also think that such a course would add to the popularity of the schools.

"The Deputy Inspector's supervision seems thorough, and the Sub-Deputy Inspector performs his work satisfactorily."

Mr. McConaghey, the Collector, adds:—

"The Educational Committee is now defunct, and this final meeting has been called only to adopt and submit a review of the last year of its existence. The report has been prepared by Kunwar Shiam Sinha, who has acted as Secretary during the whole of the year, and it is creditable to that officer.

"Mere success at the middle-class examination would not, in my opinion, compensate for a diminished attendance at the halkabandi schools, were there not a special reason to account for the latter.

"The reason assigned by Kunwar Shiam Sinha, and confirmed by the committee, is undoubtedly a true one so far as it goes. But the prevalence of the epidemic fever was limited to a short period in the autumn, and ought not to largely affect the total annual returns.

"Resolutions have been passed by the committee on all the points in Kunwar Shiam Sinha's report which came within its province. The execution of some at least of these suggestions will rest with the new district committee.

"The remarks on female education are interesting and have been fully adopted by all the native members. I believe we have here an instance of a girls' school really popular and of spontaneous origin, and not merely, as is generally the case, an exotic growth forced by official sunshine into a useless and sickly life.

"I do not agree with Kunwar Shiam Sinha's high estimate of the educational value of Mr. Fuller's Primer or his views on the superiority of exclusively practical studies. I should be sorry to see an educational course confined to subjects which would directly pay in after life, to the exclusion of those studies best calculated to both broaden and refine the mind. But the books he suggests might usefully be added to the subjects already taught."

SHÁHJAHÁNPUR.—Secretary, Mr. H. P. Mulock. "The schools show improvement on former years. Taking all the schools together, there has been an increase in the year under report both in the number and average daily attendance of pupils as compared with the previous year.

"The total number of scholars on the roll for the year 1880-81 was 3,595, with an average daily attendance of 2,804. This year the total number is 3,650, and the average daily attendance 2,934.

"The results of the middle and primary classes' examination are far better than of former years. Ten boys went up from the tahsíli and pargana schools, of whom two passed, and from halkabandi 12, of whom four passed.

"During the year, books worth Rs. 939-13-6 were sold at the office of the Deputy Inspector of Schools, against Rs. 453-15-0 in last year.

"Nine students were employed in the public service during the year, six as teachers and three as patwáris.

"In the past cold weather, when schools were examined, it was found that in the halkabandi schools generally the attendance registers are not accurately kept up, and the teachers were repeatedly punished and warned. The attendance statistics must, I fear, be accepted with caution.

"The secondary education in this district is confined to 1st and 2nd classes of four tahsíli, one pargana, and five halkabandi schools, as in the previous year.

"The total number of boys reported last year at these middle schools was 51, with an average daily attendance of 31 pupils. This year the roll has been 62 and the average attendance 39.

"Twenty-two boys went up for the middle-class vernacular examination, of whom six passed.

"There are 121 primary schools against 117 of the previous year. They comprise four tahsíli, one pargana, 107 halkabandi, and nine municipal schools, and contain 3,588 pupils with an average daily attendance of 2,895 against 2,985 and 2,340 in last year.

"Of these 3,588 pupils, 389 belong to tahsíl and pargana, 2,856 to halkabandi, and 343 to municipal free schools.

"Out of a total number of 3,588 boys, 385 passed the primary examination, against 248 out of 3,544 in the previous year.

"The number of boys attending the four tahsili and one pargana schools was 420, with an average attendance of 321, as contrasted with 369 and an average attendance of 268 of the previous year.

"The tahsili school at Tilhar continues to flourish and is commended by the Inspector. It has passed a boy in the middle-class vernacular examination.

"The Sháhjahánpur tahsíli school has made rapid progress this year. For years past it has been in a very backward state, and was considered to be reduced to the status of a primary school. It has now formed a 1st class, and it is hoped that next year boys may be sent up for the middle-class vernacular examination.

The Katra pargana school passes a boy in the middle class examination, though the general state of the school was pronounced bad by the Inspector.

"Halkabandi schools are 107 in number, against 106 last year.

"The number of scholars receiving education in halkabandi schools is 2,887, against 2,958 in previous year, showing a decrease of 71 pupils. Among 2,887 pupils, 2,695 are Hindus and 192 Muhammadans.

"The 107 halkabandi schools include five middle schools, in which four boys passed the middle-class examination—a better result than in former years.

"The committee has raised the pay of the middle halkabandi school teachers in token of their good services.

"The Inspector of Schools notes improvement in the halkabandi schools this year.

"The Inspector's recommendation with regard to the various teachers deserving of reward or punishment have been acted on by the committee with one exception.

"During the year under review, four schools were transferred to localities better suited to them and three closed for want of attendance.

"We are building two new school-houses—one at Pirthipur and the other at Bhartpur-at a cost of Rs. 100, through the zamíndars of the villages. Two schools were re-built, *viz.*, Singhí and Tandai, and cost Rs. 137-2-9. Out of 107 schools, 68 are located in Government buildings and 39 in houses lent by the zamíndars free of rent.

"Out of the 16 halkabandi scholarships given at the high school, Sháhjahánpur, the committee have allotted four to the promising boys of halkabandi schools learning at the tahsíli schools for the middle-class vernacular examination.

"The number of municipal free schools has been increased by the opening of three new schools in the city. The number reported last year was six with a roll of 268 pupils, and the average daily attendance 219. This year the number has been nine with a roll of 343, and the average attendance 326. Two of these schools, *viz.*, one at Jalalabad and the other at Sháhjahánpur have lately been located in the same building as the tahsíl schools, as there was sufficient room for both and supervision was made easier.

"*Aided Mission Boys Schools.*—There are two of this class of schools, *viz.*, Sháhjahánpur and Khera Bajhera. The number on the roll of Sháhjahánpur school is the same (70) as last year, but the average daily attendance has slightly been increased from 50 to 57. The Inspector of Schools does not report favorably of this school. Khera Bajhera school shows an increase of 24 scholars this year. It consists of two branches, *viz.*, Urdu and Hindi, and has a roll of 74 pupils with an average daily attendance of 48. Taking both the schools together, the roll shows 144 pupils, with an average daily attendance of 105.

"*Aided Mission Girls' Schools.*—The number of these schools remains (14) unchanged. The city girls' schools teach 231 girls as contrasted with 210 of the past year, with an average daily attendance of 209, against 165 in last year.

"They show an increase both as regards the number and the average daily attendance. Out of 231 girls receiving education, 141 are Hindus and 90 Muhammadans. The increased grant applied for last year has been sanctioned.

"These schools are supervised by the American Mission.

"The two schools at Khera Bajhera show an improvement. The number of girls has been increased from 28 to 44, and the average daily attendance from 19 to 25.

"The education given in all these girls' schools is elementary."

The Commissioner observes :—"The report shows marked improvement all round.'

PILIBHÍT.—Secretary, Mr. P. Whalley. The 46 schools which were in existence last year have been increased by eight. All, with two exceptions, are in a satisfactory state and well attended. There has been no actual increase in the number of middle schools, but three of the upper primary schools are steadily working towards the middle school standard. Meanwhile the number of upper primary schools has increased from 8 to 15. The total number of registered scholars is 2,020, with an average attendance of 1,716, or about 85 per cent., an increase over last year of 252. Two boys out of 10 passed the middle-class examination as against none last year. The district is gradually being reclaimed from the very backward position it has hitherto occupied, and there is no question but that the zeal and industry of the Deputy Inspector, Maulvi Karamat Ali, has mainly contributed to this result. He has been active in visiting and examining schools, and has also endeavoured by intercourse with high and low to diffuse a desire for education and an appreciation of its benefits; and the numerous applications received from zamíndars for the establishment of new schools may be accepted as a sign that his efforts have not been without result.

"The girls' school in Pilibhít will, under the new *régime*, pass into the control of the municipal committee, and I cannot refrain from paying a tribute of praise to the mistress to whose high character and unflagging zeal its success is due. Until an assistant teacher can be secured further expansion is neither possible nor desirable."

ALLAHABAD DIVISION.

CAWNPORE.—Secretary, Mr. Impey. "There were 32 middle schools, consisting of 11 tahsíli and pargana schools and 21 halkabandi schools, as compared with 33 of last year. Sachendi pargana school was not allowed this year to teach up to the middle school standard: the number even now is excessive, and among the 21 halkabandi schools there are several which require to be similarly reduced now that the result of the examination has been published. An ambitious teacher tries too much, with the result that none of his scholars pass, and the lower classes of his school are in proportion neglected.

"Twenty-one boys passed the middle-class vernacular examination this year, which shows a satisfactory increase of nine over the number that passed last year: of these 13 came from tahsíli schools and eight from halkabandi; Bilhaur tahsíli school passed no less than seven boys itself, which reflects great credit on the teacher, Girdhari Lal. He now receives the highest grade of pay of Rs. 20. It is a matter of regret that the pay and prospects of the Educational Department are not sufficient to retain the services of first-rate teachers, or at any rate to keep them contented. Girdhari Lál, like others who have been successful, wishes to obtain other employment. Bilhaur tahsíli school has been provided with an additional assistant teacher (a long-felt want) and will, it is hoped, sustain its reputation of being the best school in the district.

"The total number of primary schools is 184, of these six are girls' schools and 178 boys'; the latter consist of 162 halkabandi schools, four municipal schools, and the lower classes of 12 tahsíli and pargana schools; four boys' schools were permanently closed during the year. Instead of opening new ones in their places, it was decided that the money saved should be expended in increasing the pay of deserving teachers according to the recommendations of the Inspector made after his annual examinations. The number of boys on the rolls shows a corresponding decrease, while the number of girls has slightly increased. In six instances schools were abolished at one village and re-established in another, in the expectation of their being successful. The 88 boys recorded as learning a classical language belong to the Persian schools of Akbarpur and Derapur.

"There was a total increase of Rs. 101 in the expenditure on secondary education over last year, the grants from provincial revenues and local rates having been increased. The money was expended in enhancement of teachers' pay; Rs. 2,139-9-1 were spent on repairs to halkabandi schools; Rs. 30, shown under "buildings," provincial revenues, were on account of rent of school-houses. One school-house is being built at Rawatpur and another at Jahangirabad. There is a large increase of expenditure under the head of "miscellaneous." Books were purchased for Rs. 166, to be distributed as prizes amongst the boys, and Rs. 109 were paid as rewards to teachers. A sum of Rs. 394 was allotted for the provision of táts, which were badly required for a number of schools.

"Committee meetings were held regularly nearly every month throughout the year. Messrs. Steel, Evans, Hamblin, and Harrison have been successively Secretaries, I myself only taking charge in February. Chaube Sadhari Lal is a regular attendant at committee meetings and continues to afford considerable assistance. The tahsíldars also have reported upon the state of schools in their tahsíls when asked to do so. The Deputy Inspector, Pandit Chintaman, is an old servant and well acquainted with the schools of the district.

"During the year under review Rs. 731-12-3 were spent on scholarships as against Rs. 548-1-9 of last year: of this Rs. 361-5-4 were allotted for 17 scholarships held at

the zila school, and Rs. 370-6-11 to 10 scholarships held at tahsíli and pargana schools.

"Twenty-four students obtained employment as teachers and assistant teachers on pay ranging from Rs. 7 to Rs. 4. There is a great demand for teachers, and employment is given to as many competent scholars as will accept it. No other appointments are recorded as having been obtained."

FATEHPUR.—Secretary, Mr. Punnett. "The number of middle schools was 12 this year as against nine last year. They comprise six tahsíli, one pargana, and five halkabandi schools, and contain 68 pupils of 1st and 2nd classes, average daily attendance 66·52 against 45·24 in the previous year. Of these 68 pupils, 32 belong to the tahsíli schools, four to the pargana school, and 32 to halkabandi schools. Out of 20 boys sent up for the middle-class examination only four have passed, one in 1st grade, two in 2nd grade, and one in 3rd grade. They are now appointed assistant teachers in the halkabandi schools. The total expenditure on these boys, the cost of the education of each, and the total cost to Government this year as compared with last year is as follows:—

	1880-81.	1881-82.	Increase.
	Rs. a. p.	Rs. a. p.	Rs. a. p.
Total expenditure	409 12 8	1,124 0 0	714 3 4
Cost of each scholar	9 0 11	18 9 2	9 8 3
Cost of each to Government	6 8 0	16 9 11	10 1 11

"The apparent increase in the cost is due to a mistake in calculating the amount of the pay of each teacher which should be credited to the heads of middle class and primary teaching. Last year this division was made on the number of boys in each class instead of on the time devoted to each class of boys. Had this been done, the figures for this year would only have shown a small increase, proportionate to the increase in the number of schools.

"There were in all 108 primary boys' schools this year, as against 120 in the year before. The reason of this decrease was the abolition of 13 schools which were utterly unattended and mere shadows of schools, the substance being the pay of the teachers. The Inspector had had occasion to remark previously on the low average of the teachers of these schools, and thus means were taken to get rid of the worst of the teachers and the most hopeless schools that in no way came up to the departmental standard in efficiency or in numbers. Hence the total number of boys attending these schools shows a decrease which has been enlarged by the great and continued fever during the latter part of the year. In going into schools during the past cold weather and remarking on the paucity of attendance, one was at once met with the remark—'Oh! that is on account of the sickness;' and a reference to past pages of the attendance register generally showed its truth: also that many of the boys were only beginning to resume attendance in January or February. The following statement shows the chief facts in connection with these schools:—

	Average number on the rolls in		Average daily attendance during		Number of scholars on 31st March		Number passed in	
	1880-81.	1881-82.	1880-81.	1881-82.	1880-81.	1881-82.	1880-81.	1881-82.
Upper division,	3,743·54	2,989·35	3,211·28	2,677·17	1,055	554	20	35
Lower "					2,787	2,731	135	260

"It will be seen that there is a considerable increase in the number passed. This is due, I am afraid, not so much to the increased excellence of the teaching as to the greater number of schools inspected. In the 108 schools mentioned above are included six tahsíli, one pargana, two municipal, and 98 halkabandi schools, containing 554 pupils of the 3rd and 4th classes in the upper division and 2,731 pupils of the 5th, 6th, and 7th classes in the lower division. Their distribution is shown below:—.

	Tahsíli.	Pargana.	Municipal.	Halkabandi.	Total.
Upper Division	58	4	9	483	554
Lower "	153	21	57	2,500	2,731

"The total cost of educating each scholar in 1881-82 is Rs. 4-14-2, the cost to Government being Rs. 4-11-11. I am unable to give correct comparative figures for the previous year, as there had been the same mistake in calculating the cost as was mentioned in my remarks on middle schools, para. 5 above.

"There is no primary school for girls in this district.

"It was arranged by the Inspector and myself that he should inspect the schools of five tahsíls in the district, I relieving him of the sixth, *viz.* Kora, which was the most inaccessible to him. Among those visited by him, 76 in number, only 12 showed signs of improvement, 27 being in a stationary condition, and 37 having positively declined. Of seven schools the teachers were recommended for promotion, of three for reward, of 11 for reduction, of 14 for fines, and of 18 for dismissal. The Inspector's recommendations have been carried out where possible, but the dismissal of so many teachers has not been feasible at present, as competent successors are not to

be found. These 18 men are however being gradually replaced; there is some reason why the certificated teachers who come in from outside will not stay here. It is to be hoped that the principal cause is being removed with the Deputy Inspector, who is taking his pension on reduction and transfer.

"In the part of the district where the schools were inspected by me, the result was equally unsatisfactory; two teachers were recommended for dismissal, five teachers had their pay reduced, while of only one was the pay increased. In other cases the teachers were warned for continued idleness and allowed a term for improvement.

"There was only one school abolished, *viz.*, Dhamna, leaving 99 schools at the end of the year, of which four have, agreeably to the Inspector's proposals, since been closed. The Inspector further suggested the abolition of Airawan. This school, however, is in a large village with a number of respectable inhabitants, and it is hoped that a warning to the teacher will have the desired effect of making the school more efficient and popular.

"In 1880-81, 81 teachers were sent up to be examined, of whom only 28 passed in the 2nd grade and obtained certificates. In 1881-82, 30 were sent up, but the result of their examination is not yet known. The figures for 1880-81 give one some idea of how merely nominal was the teaching in the schools, when, out of 127 teachers, 81 had passed no examination at all and only 28 could scrape through by the skin of their teeth.

"Pandit Chote Lal was the Deputy Inspector throughout the year. I had reason to be anything but satisfied with his conduct of the work and supervision of schools. The Inspector of the Allahabad Division also formed a very unfavorable opinion of the way he discharged his duties, and his schools showed so many symptoms of neglect that he has been since removed. His reputation was that of a man fond of douceurs, and it is to that that I largely attribute the reluctance of outsiders to come into the district. The tolls were too heavy. It is to be hoped that under his successor things may improve.

"Ganesh Parshad, the Sub-Deputy Inspector, was transferred to Jalaun, and Pandit Ram Dyal transferred here in his stead. I think it was time Ganesh Parshad was transferred. His successor has, on the whole, worked fairly well, and he would be a useful man if well looked after."

BÁNDA.—Secretary, Mr. Miller. "It has always been the custom to give the full amount of scholarship allowance in the budget to scholars in the zila school and the anglo-vernacular school at Karwi, the tahsíli schools being thus left out in the cold.

"The Inspector having this year pointed out that such a distribution of the funds was at once anomalous and contrary to the intentions of Government, it was resolved to limit the number of scholarships at the zila school to four in future, and distribute the rest of the grant amongst the *tahsíli* schools. A better opportunity than the present of making the change could hardly have been found, as the number of boarders at the end of the year was only eight. A change was made during the year in the boarding-house rules, reducing the ages up to which boys would be received. The change was a mistake and the new rule has been rescinded. There are no boarders at the zila school at present except those who receive scholarships. The committee, however, is desirous of attracting, if possible, boys from the district other than the recipients of scholarships, and has resolved to board such boys in the boarding-house on payment of Rs. 2 a month. It is as yet too early to say whether the scheme will be a success.

"The devotion to educational purposes of the Rs. 1,250, raised to perpetuate the memory of Mr. McConaghey's rule in the district, shows that more interest in education is taken by the natives in Bánda than is generally supposed. It is proposed out of the interest of the money to give a scholarship and a medal in the zila school annually, and I think the head-master is quite justified in saying that this application of the fund shows that the school stands well in popular estimation.

"*Tahsíli and pargana schools.*—The number of these schools is the same as last year, *viz.*, seven tahsíli schools and two pargana schools. Of these, three *tahsíli* schools and one pargana school are in the Karwi sub-division, and four *tahsíli* schools and one *pargana* school in the rest of the district.

"The only pargana in the district which has no tahsíli school at all is Augasi, and to judge from the state of the halkabandi schools in that quarter, none would appear to be needed.

"Mr. Rose, who has been during the greater part of the year Vice-President of the sub-committee at Karwi, which manages the schools of the sub-division, has furnished a note on the condition of the schools there during the past year. I shall therefore confine my remarks to the schools in the rest of the district.

"The Bánda school still stands at the head of all the *tahsíli* schools in the district. It is well taught by Srikishen, the head-master, two of whose pupils were successful in the middle-class examination. The Sindhan school is the only one of the tahsíli schools in this part of the district of which I have no personal knowledge, but it appears from all the reports to have made great progress since last year. Under the former teachers it was in a most inefficient condition; but the present teacher, who was

appointed last year, seems to have worked well and is praised by the Inspector. He is unfortunately rather unpopular with a section of the villagers. One boy from this school passed the middle-class examination.

"The Bisenda school was originally a halkabandi school, but in the year preceding that under review its *status* was raised. As a halkabandi school it was a remarkably good one, but the teacher, who is an old mân, is not capable of bringing the school up to a state of efficiency as a *tahsili* one. It was intended to make him *naib* and to get a really good teacher as the head-master for the school, but no person with the requisite qualifications could be obtained till the middle of the cold weather. Consequently the whole work of teaching the school devolved on the old teacher, and the result was very creditable to him, but the school was not above the level of a good halkabandi one. The number of scholars attending this school has gradually decreased since the school was made a tahsili one. Even the small fees charged in tahsili schools are sufficient to diminish the number of pupils.

"The Kálinjar school has greatly improved during the year in both numbers and teaching. The highest class in it at present, however, is the third, and it cannot therefore be considered as yet in a satisfactory condition as a *tahsili* school.

"The Mattaundh school has gone down as regards numbers, and the Inspector did not report very favourably on the teaching in it.

"The scholars in the tahsili and pargana schools in this district are drawn simply from the town in which the school is situated, and as there are no very thriving towns, it is useless to expect very flourishing schools. In the village *tahsili* schools (I except the Bánda school) the pupils will not remain at school long enough to read up to the higher classes without some inducement such as a scholarship. In future there will, as already stated, be more inducement of this kind available in *tahsili* schools than has hitherto been the case, and we may therefore expect a large number of candidates in future years for the middle-class examination.

"The pargana and tahsili schools have improved considerably. Fourteen boys were sent up for the middle-class examination, of whom five passed, while last year out of nine sent up only two passed.

"*Halkabandi schools.*—The number of these was, as in the previous year, 125. At the end of the year, 47 of these schools were in the Karwi sub-division and 78 in the rest of the district. The condition of these schools is still anything but satisfactory, but some improvement has been effected since last year. The Inspector after visiting the district then recommended the dismissal of teachers on a scale that the committee could not possibly agree to at the time. A good number of the worst men were however gradually got rid of, but great difficulty was experienced in getting good men to fill their places. Negotiations for the transfer of men from other districts usually ended in the refusal of the applicant at the last moment to come, and of the few who did come one or two have been recognized by the Inspector as old friends who had not acquitted themselves well in other districts. The Inspector indeed has now become convinced that there is not much use in bringing men from other districts as only the refuse will accept service in Bundelkhand.

"In its attempt to obtain good men within the district the committee has not been any more successful. Two examinations were held during the year of candidates for teacherships, the first of men nominated by the members of committee, the second of settlement *employés* who had been or expected to be reduced. Three men were selected on the first occasion. One of these was sent to Khannan, a school which it has recently been resolved to break up. The other two went to the Karwi sub-division and one has since been dismissed.

"At the second examination one man was selected, but he refused to accept a teachership at less pay than Rs. 10, and this sum the committee did not think fit to give him.

"It was then resolved to get teachers of the stamp and with about the same qualifications as *patwáris*. They were to be selected in the villages, and, as far as possible, by the villagers themselves. The committee did not expect these men to have the qualifications required by the Educational Department but believed that they would make the schools more popular than at present and do more real work. The same plan, as will be seen from Mr. Rose's note, was tried in Karwi, and my experience is the same as Mr. Rose's, that it was not a success. Want of cordial support on the part of the inspecting officers of the Educational Department no doubt conduced to some extent to this result, but the principal causes were in my opinion the failure of the villagers themselves to understand the advantages given them, and the absence from the villages, as a rule, of men possessing even the very modest qualifications required by the committee. The villagers seemed to think it strange that they should be asked to nominate a teacher themselves when the *Sirkar* could get so much better ones than they could, and almost invariably replied at first that there was no one in their village fit for the post. When told that they must find one, they cast about for some learned man of their acquaintance, perhaps a dismissed schoolmaster or a boy fresh from school, and requested that he might be appointed. In three cases teachers were chosen on the plan recommended by the committee. In one case I have the authority of the late Deputy Inspector, who was not at all prejudiced in favor of

the new scheme, for saying that the arrangement was a distinct success; in another case it is too soon as yet to lay down an opinion, the school being still in its infancy; and in the third, the teacher has qualifications much better than we can ordinarily expect to find in residents of the village, but his appointment as the nominee of some of the villagers has excited the enmity of others and the school seems likely to come to grief in consequence. A fair supply of good teachers ought to be available in future from the Normal school.

"I have failed to find any antipathy as a general rule between the villagers and teachers who are strangers, except in cases where the latter have misconducted themselves. On the contrary, the villagers usually appear interested in the teacher and invent excuses for him if his work is badly spoken of by the inspecting officer. The most unpopular teacher, with one exception, that I met in any of the schools I examined was a native and resident of the village, and cousin of the patwári.

"Of the unpopularity of Government schools more is, I think, made than the facts warrant. Mr. Rose, whose long experience of Bánda entitles his opinion to great weight, is very strong on this point, but I certainly did not notice any unpopularity of the Government school in the majority of the villages I visited, and not in any in which the school was well taught. The villagers as a rule attended the examination of the school in good numbers, thus showing that they felt an interest in what was going on. But I quite agree with Mr. Rose that the books prescribed are not likely to increase the popularity of our schools. The favorite book of those at present in use in the Bánda schools is the *Gutka*, but only the higher boys are able to read it. The substitution of some interesting work for that dry (and to the native mind probably unintelligible) compilation, the *Vidyankur*, would be a great improvement, as this book is read by almost all the boys who go to school.

	1880-81.	1882.
Number of scholars	3,402	3,286
Average attendance	2,926	3,126

"The number of scholars on the rolls shows some improvement over last year; The returns of attendance are notoriously untrustworthy, but I think the teachers are gradually becoming more honest in filling up their registers.

"*Municipal schools.*—The municipality now maintains three schools, one having been closed since last year.

"Two have improved during the year considerably, and are now both classed by the Inspector as fairly efficient.

"The third has been ruined by a succession of incompetent masters, but a new man has been put in lately who will, it is hoped, do better.

"Two new school-houses were completed during the year, and two more at Badausa and Palra have been taken in hand. The Badausa school fell in during the rains, and it was decided to build an entirely new one, but difficulties as to a site have prevented the work from being started.

"The verandah of the Bilgaon school, a massive pucka one, built a good many years ago, also fell, and a considerable sum will be required for its repairs.

"As will be seen from Mr. Rose's note, school-houses for the tahsíli schools at Mau and Rájapur were taken in hand. Arrangements were also made for erecting a school-house at Kálinjar, but on digging for foundations it was found that a much larger outlay would be involved than had been anticipated, and the work had to be stopped temporarily. It is hoped that the school-house will be completed this year.

"There are altogether 81 certificated teachers in the district now, and 78 uncertificated ones (tahsíli and halkabandi). The certificated teachers are on the whole the best, but not always. We have some very bad specimens of certificated incompetence in the district and a few very good teachers who have no certificates and are never able to pass the annual examination.

"The number of certificated teachers is gradually increasing. In 1879-80 the numbers were—

Certificated	83
Uncertificated	104

"The committee has maintained at the Normal school during the year six pupils in addition to the seven sent from the district by Government. These thirteen teachers will shortly return to the district, and there will be no delay in giving them situations. In a few years we ought to have a very fair supply of teachers in the district from this source, and the great difficulty that stands in the way of all the efforts of the committee to improve the schools will thus be averted.

"At the annual examinations of non-certificated teachers held last April, 16 teachers succeeded in passing. As a rule not nearly so many men as this pass, and the exceptional results are due to the energy with which the late Deputy Inspector stirred up the teachers to prepare themselves for the examination.

"I doubt, however, if the results of this examination prove much. Of those who passed two have been dismissed and another was saved from a similar fate only by his passing. Another was recommended for a heavy fine by the Inspector, and the work of a fifth was spoken of by him in very disparaging terms.

"The teachers are much given to the practice of absenting themselves without leave, and are punished when they happen to be detected.

"Twenty-five head teachers and four naibs have been dismissed during the year, *viz.*, 13 teachers and two naibs in Karwi, and 12 teachers and two naibs in the rest of the district. Four of these dismissed themselves by leaving the district and declining to return. One subsequently returned, and, being a good man, was taken again at a lower rate of pay. Fourteen teachers were reduced and 48 fined, and further reductions and fines accompanied by a considerable number of promotions and rewards have been effected since the close of the year.

"Three schools were closed during the year, and three new schools opened.

"The committee held seven meetings during the year, the average number of members present being seven. The members do not as a rule show their interest in Government schools except by attending the committee meetings; but Munshi Janki Parshad makes a point when on tour of visiting and examining schools. Of the tahsildars, the only one who, so far as I know, visits schools is Saiyad Sadik Husain, now of Bánda.

"A Sanskrit school in the city was recently started on the motion of Munshi Janki Parshad. It is supported partly by the municipality, partly by the leading Hindus. There are at present some 30 pupils on the register, but I found only 14 in attendance when I visited the school. The books used are the Amar Kosh, Raghuvansa, Chandrika and Kaumudi, the latter being apparently a modification of Panini. The pupils learn everything by memory and repeat without a mistake page after page, not only of the text, but of the text and commentary. The younger pupils at least have no idea of the meaning of what they say, and do not even know the Sanskrit pronouns. Judged from a European standpoint, the system of teaching is a very cumbrous one, and must throw a tremendous strain on the memory.

"There are two private unaided schools in the district that are under the supervision of the committee, the attendance at which is shown below:—

Schools.	*Rolls on 31st March, 1882.*			Average daily attendance.	Cost.
	Hindus.	Muhammadans.	Total.		
					Rs.
Karwi subscription school	16	12	28	23	552
Khandeh	6	...	6	6	240

An attempt was made towards the close of the year to obtain for the Karwi school a grant-in-aid, of which it stands in much need, but the application was made too late.

"The Khandeh school does not appear to have been visited by any of the inspecting officers during the year.

"The only unaided private school not under the supervision of the committee is the mission school maintained by the Society for the Propagation of the Gospel.

Indigenous Schools.

Pargana.	Number.	*Rolls on 31st March.*			Cost.
		Hindus.	Muhammadans.	Total.	
					Rs.
Bánda	14	99	29	128	636
Pailani	9	59	5	64	264
Augási	8	54	1	55	330
Darsenda	2	11	1	12	72
Chibu	9	53	15	69	348
Tirohan	7	33	4	37	180
Badausa	9	46	7	53	162
Sehonda	8	33	1	34	240
Total ...	66	388	63	452	2,232

"I regret that I did not examine any of these schools during my cold-weather tour, and am therefore unable to give any opinion as to their popularity and the system of teaching adopted in them. I do not know of any case in which they have proved themselves distinctly superior in either respect to a Government school established in the same village.

"*Examination of schools.*—The numbers of schools examined by the various officers were as follows:—

Sub-Deputy Inspector of Schools	207
Deputy Inspector of Schools	225
Inspector of Schools	78
Secretary	46
President	6
Vice-President, Karwi	15

"A mistake was made in last year's report in saying that Mr. Rose had examined only eight schools: Mr. Rose subsequently informed me that he had visited at least half of the schools in the Karwi sub-division.

"From the beginning of the year to the 7th January, 1882, the office of Deputy Inspector was held by Munshi Kanhaye Lal, who worked with much energy and zeal. To his exertions is mainly due the improvement which the tahsíli and halkabandi schools show over their last year's form.

"On Kanhaye Lal's transfer to Hamírpur, Mirza Kaisar Bakht came here and has done his best in the short time he has been here to make himself acquainted with the state of educational affairs in the district.

"The Sub-Deputy Inspector, Pandit Baldeo Parshad, spends most of his time in the Karwi sub-division, and I have not seen much of his work, but believe that he is a hard-working officer.

"'The following is from Mr. Rose's note:—

Extract from note on halkabandi and tahsíli schools in the Karwi sub-division for the year ending 31st March, 1882.

"'At the commencement of the present educational year I made proposals for the re-classification of the halkabandi schools in the Karwi sub-division, and these proposals received the general assent of the district school committee; and to the proposals for more efficient classification of the schools there were added others which were intended to secure the services of qualified persons as teachers in them, and these also were sanctioned by the district committee.

"'It has been found impossible to carry out this arrangement in its integrity, but the efforts made in that direction have been fairly successful.

"'It was not of course intended that the higher rates of pay should be given to unqualified persons, and this is precisely the difficulty which now and at all times the Karwi sub-division has to contend with. Of by far the majority of the teachers who are introduced by the officials of the Educational Department and who possess certificates of excellence, it appears to me from the few instances in which I have met with them that they have mistaken their sphere in entering a halkabandi school; and of the more numerous class of indigenous "ummedwars," few of them appear to possess a single qualification which would fit them for the teachership of a primary school of the lowest grade.

"'I have attempted during the year—and I believe that efforts in the same direction have also been made by the district committee—to introduce men whose qualifications were similar to those of a village patwári.

"'I regret to have to record the fact that the system has not met with the success which I anticipated for it, and which it appeared to me to deserve; and the reason, in some measure at least, why this has been the case is that the inspecting staff has not looked with favor upon these village nominees, who were, I am afraid, treated as persons who had intruded into the fold. It was easy to condemn them for their mean qualifications; they were of course, according to the standard of the department, inefficient, and the result, as I have said, was that the introduction of the system did not meet with success. I still, however, venture to doubt—and my opinion is the result of eight years' experience in the Bánda district—whether the present educational system will, without some radical change, ever become a popular system or exhibit the results which appear to be expected of it.

"'To return, however, to facts connected with the school administration of the past year:—

(*a*) Fifteen schools in the sub-division were examined by me during the past cold weather.

(*b*) The whole of the schools in the sub-division have been thoroughly repaired.

(*c*) Two new schools have been completed,—one at Purwa, in the Tirohan tahsíl, and the other at Lohra, in the Darsenda tahsíl.

(*d*) The construction of a new pargana school at Rájapur is now in progress, and will probably be completed during the present month.

(*e*) Arrangements were made during the year, in anticipation of sanction, for the construction of a new tahsíli school at Mau. It is understood that the necessary funds will at once be available in the probable event of sanction being received for the construction of the school'"

HAMÍRPUR.—Secretary, Mr. Bartlett. "The total number of schools under the management of the committee was 77, as compared with 90 last year. There are 11 middle schools and 66 primary boys' schools. There is no girls' school in the district. Only schools which it was simply a waste of public money to retain were abolished. No new school-houses were built during the year. The committee had adhered to its resolution not to build new school buildings except in special cases, and, so far as possible, to obtain suitable accommodation from the zamíndars, either with or without rent.

"I myself visited several schools while on tour.

"The tahsíldars occasionally visit the schools in their tahsíls, and have thereby done good. Mirza Kaisar Bakht was Deputy Inspector up to 26th June. After that Nauroz Ali, Sub-Deputy Inspector, officiated as Deputy Inspector up to 21st August.

Mathura Datt officiated from 22nd August to 17th January, 1882, when Kanhaya Lal was made Deputy Inspector.

"The work of Mirza Kaisar Bakht does not seem to have been good on the whole, and it does not appear the schools were improving much under him.

"Mathura Datt seems to have worked hard, and apparently the results of his temporary charge are good.

"Kanhaya Lal has only been here a short time, but he seems to be energetic and hard-working.

"Nauroz Ali was Sub-Deputy Inspector during the whole year, and officiated as Deputy Inspector part of the year. His work was very unfavorably reported on by the Officiating Deputy Inspector, Mathura Datt, and unless he can clear himself of certain definite charges, he will be severely dealt with.

"The eleven middle class schools consist of six tahsíli, one pargana, and four halkabandi schools. Eight boys only passed the middle class vernacular examination, two from Ráth, two from Jalálpur, two from Srinagar, one from Kulpahar, and one from Kharaila. The Ráth tahsíli school seems still to be doing well.

"There are 66 primary schools, 60 being halkabandi and six consisting of the lower classes of pargana and tahsíli schools.

"The number of schools has been reduced, and it is hoped that the masters of the other schools will take warning from this reduction and try and improve the efficiency of their schools. At present I am afraid the majority of halkabandi schools are inefficient, and it seems to me that in most of these the lowest class is larger than all the others put together, and that this class is only kept for show, as, in my occasional examinations I have generally found that very few boys indeed in the lowest class know even their alphabet. I have, however, recently passed orders that the number of boys on the register in the 7th or lowest class was not to exceed 25 per cent. of all the boys of the school on the register. Formerly the returns were quite delusive, as half the boys in many of the schools never knew anything or were taught anything.

"There are at present 22 uncertificated teachers, which is certainly a large number.

"Although the number of schools was smaller this year, it does not appear that they have been more thoroughly inspected by the Deputy Inspector and the Sub-Deputy Inspector; but it is to be remembered that the Sub-Deputy Inspector was in charge of the office of Deputy Inspector for about three months, in addition to the charge of his own office, and owing to the frequent changes in the office of Deputy Inspector less inspection work was performed. I am afraid to this cause must be attributed a good deal of the inefficiency reported by the Inspector in his inspection report.

"During the latter part of the year, owing to the Inspector's visits, the Deputy Inspector's, and my own, there is no doubt that the masters will have received some inducement to exert themselves, more especially as one of the results of those visits has been the dismissal and punishment of a great many of the masters. I trust therefore, provided the office of Deputy Inspector is held by Kanhaya Lal during the whole year, that great improvement may be made in efficiency during 1882-83.

"There were 46 scholarships, 25 of Rs. 2 monthly and 21 of Re. 1 monthly.

"During the year twelve scholars obtained employment in the public service on pay varying from Rs. 4 to Rs. 8 monthly."

ALLAHABAD.—"Secretary, Mr. Steel. "*Primary schools.*—These include the lower classes (III. to VII.) of eight tahsíli, of one pargana school, and all the classes of the five municipal schools. The number of halkabandi schools is 121.

"The following table shows the state of these schools as compared with their state last year:—

Year.	Average daily attendance.	Cost per boy incurred by Government.	No. of boys examined by Inspector.	Percentage of boys who passed.
		Rs. a. p.		
1880-81 ...	3 310	5 10 8	1,446	68·88
1881-82 ...	3,114	5 5 0	1,361	69·43

The average daily attendance has gone down in consequence of the reduction in the number of schools, and of the careful weeding out from the rolls by the Inspector, Deputy and Sub-Deputy Inspectors of the names of boys who did not really attend. Since last year twelve schools have been broken up and nine new ones opened. The Inspector when on tour did not usually examine the sixth and seventh classes. Therefore the percentage of boys who passed has been taken on the number actually examined by him.

"During my cold-weather tour I had opportunities of visiting 4[illegible] of these schools (including four of the five municipal schools). All these were situated in the Doáb. Numerous complaints were made on account of the extensive reductions in the number of the schools which have been made in this district during the last few years, and in several instances I made careful enquiries into the matter. In every case I found that the complaints had been made by the zamíndars who wanted to provide for a protége of their own, or by men instigated to make them by teachers who had been dismissed. I also found that the circumstances of each school which had been abolished perfectly justified the Deputy Inspector's recommendations to the

committee. There were defects in minor matters (in particular I noticed the want of maps in many schools), but the schools on the whole seemed in a very fair state of efficiency, and it was quite evident great progress had been made towards that end during the last two years. In the matter of the transfer and appointment of teachers, and the attention paid to the lower classes in particular, very good arrangements appeared to have been made. Generally speaking, the effect of the recent somewhat radical reforms has been to substitute a compact and efficient system of education for the unwieldy and unmanageable one which formerly obtained here.

"The total number of boys whose names are on the rolls is 3,796. Of these 2,354 are Hindus and 1,442 are Musalmans. There are 162 teachers of primary schools, 92 being Musalmans. In 65 of the 135 schools of this class in this district Urdu is taught, in 62 Nagri, while in eight both Urdu and Nagri are supposed to be taught. In those of the last class which I visited, however, I invariably found that only a few boys in the lowest classes were reading Nagri. The reason was that the teachers were usually men who spoke Urdu, and merely knew a little Nagri which they had picked up at the Normal school.

"Education in the tahsíl of Chail I found to be in a most flourishing state. The schools were numerous and only one or two of them were in a bad state: and I received several spontaneous applications from zamíndars for the establishment of schools in their villages. In tahsíl Manjhanpur (a very out-of-the-way place) the state of affairs was a great contrast to this, as I only visited one school there with which I was really satisfied. At Pachhim Sarira, one of the largest places in the tahsíl, where there is a good school-house, a good teacher, and a large number of children to be taught, the zamíndars are making a most determined stand against the success of the school. The reason they assign is that the children are wanted for work in the fields! Two new schools have recently been established in this tahsíl, but their success is doubtful. In tahsíl Sarathu the state of affairs so far as I could see appeared to be very bad except at the towns of Karra and Daranagar. The school at the latter place is one of the best in the district. The other parts of the district I have been unable to visit.

"The sum sanctioned for scholarships in this district is Rs. 1,800. Of this only Rs. 1,185 were spent during the year under report: but the committee have now resolved to make the most of their power to encourage the spread of education in this way. Fifty scholarships of Rs. 3 a month have been given to halkabandi school-boys. These as a rule last for two years, but in the case of particularly promising boys the scholarships are sometimes renewed. In accordance with the directions of the Director of Public Instruction the cost of these scholarships has not been included in the cost of education for boys as shown above.

"Two new school-houses—one at Begam Sarai and one at Kunhrar—have been built during the past year by the committee at a cost of Rs. 455, and Rs. 840 have been spent on repairs of school-houses already in existence. The cost of repairs, being an annual expense, has been included in the 'cost to Government per boy,' but not the outlay on new school-houses. Rs. 96 have been spent in hiring houses for school purposes. The committee now gets its repairs done through the Deputy Inspector, who has more time to spare and more opportunities of seeing the schools than the tahsíldar. He also knows better what is wanted.

"*Middle class schools (tahsíli and pargana).*—The number of these this year has fallen from nine to seven as the schools at Manjhanpur and Handia have now no first and second classes, and sent no boys up for the middle-class examination. In other respects, however, these schools appear to be in a very satisfactory state.

"The percentage of boys who passed the middle-class examination to those who were examined was higher this year in this than in any other district in the division. No boys passed in the first division, and this is probably due to want of experience with regard to this examination on the part of the teachers; but the result shows a lot of honest work and a high state of average efficiency. I visited the Manjhanpur, Daranagar, and Syad Sarawan schools. The first, as abovementioned, has sunk to the status of a primary school; the second is most flourishing, and the comparative failure of the third at the middle class examination (it only passed two boys out of five) is accounted for by the fact that for some time the head-master here had more to do than could well be expected of him. An extra teacher has now been appointed there.

"With only three '*aided schools*' has the committee now any concern; these are the school at Bailey, the American Presbyterian Mission School at Kuttra, and the Colonelganj subscription school. The only one of these I have visited is the one at Bailey. It appeared to me to be in rather a bad way. Ambitious attempts were made to teach everything in English, and the *Gulistan* was read in Persian; but the children, as might be expected under these circustances, knew little of anything.

"A new master, Mr. Cleophas, has however been recently appointed, and he certainly appeared to have been making efforts to bring the school into a better state during the month he had been there.

"In conclusion, I have to call your attention to the honesty and energy with which the Deputy Inspector, Dindyal, and the Sub-Deputy Inspector, Mannu Lal, have done

their work during the past year. Their reports, as far as my experience goes, have been most exact, and they have diligently visited all the schools of the district.

JAUNPUR.—Secretary, Babu Harnam Chandra Seth. At the end of March there were 119 schools under the supervision of the committee, made up of four tahsíli, two pargana, 145 halkabandi, one branch, three girls' schools, and four free municipal schools. Of the tahsíli schools that at Machhlishahr is the best, with 76 boys on the register and a daily average attendance of 60. Two out of nine candidates passed the middle-class examination. The Shahganj school comes next. It was visited by the Secretary in March and the result of his examination was satisfactory. One boy passed the middle-class examination out of five who had been prepared for it, two being prevented by illness from appearing. Kerakat is as good as the other two, but it failed to pass any boy in the middle-class examination. The fourth school, at Mariahu, shows no marks of improvement, having failed in the middle-class examination as well as in those held by the Inspector and the Secretary. A second pargana school, provided for in the budget from the 1st of April, 1882, was opened at Zafarabad in January, the committee paying the teacher's salary from its own fund. On the 31st of March there were 50 boys on the register, and with the full establishment the number will increase. The pargana school at Mongra Badshahpur is in a satisfactory state, but is only now preparing boys for the middle-class examination.

The 125 halkabandi schools have been reduced to 105. The 20 schools which were closed were all in a declining state and were in places where the people did not care for education. Teachers' salaries have been increased, the lowest being now Rs. 7 a month. Five schools have been built during the year, and it is hoped that within a few years all teachers will be provided with comfortable accommodation for themselves and families and their position be thus materially improved. The Secretary has been very active in inspecting schools. He says:—"Looking to the general result, 58 schools have improved during the year and are in good condition, 23 are stationary, and 24 are declining. This does not speak much against the educational management of the district. The committee, however, is exerting itself to reduce the number of unsuccessful schools," and careful inquiries have been set on foot to find out the real causes of their failure. The number of girls' schools remains the same. The Secretary says:—"I have seen all these schools and they are in very good condition. The Machhlishahr school is intended for Muhammadans girls and their number on the register is 23. The girls know their lessons thoroughly, they read fluently, know the map of India, and can work out simple questions up to multiplication." In the Pati school the girls "read *Rámáyan* beautifully and know arithmetic up to subtraction." The Myapura school has the largest number of girls, but all of them are beginners. It contains girls of the lower classes who cannot afford to continue their studies. It is the higher classes who require encouragement in the matter of female education.

"The four municipal schools, containing about 175 boys, have improved much, and the people appreciate the good work done by them.

During the first five months of the year only one meeting was held by the committee, but since then regular monthly meetings have been held and the committee has been actively engaged in taking measures for the improvement of its schools. The state of declining schools has been carefully inquired into, and besides other steps for the advancement of elementary instruction, special attention has been directed to the penmanship of the boys and prizes have been appointed for the best writers.

AZAMGARH.—Secretary, Mr. Laidman. "*Secondary education.*—Under this head come 15 schools, eight tahsíli and pargana and seven halkabandi schools that teach up to the standard of middle-class vernacular examination.

"Of the tahsíli and pargana schools, those at Azamgarh, Jianpur, Nizamabad, Mau, and Muhammadabad were classed efficient by the Inspector of Schools, and the remaining three Mahál, Mubarakpur, and Mehnajpur, as inefficient. Among them again the first three named are said to have improved, the next three to be stationary, and the remaining two to have declined. Although the result is not so brilliant, yet I am glad to say that all these schools but two maintain their character and efficiency, and the result as compared with last year is not discouraging.

"The middle halkabandi schools as noted on the margin, I regret to say, have not shown good results, all but the first three having signally failed. The failure must be attributed partly to the sickly season and partly to the incompetency of the teachers, who, being men of the old school, cannot keep pace with the requirements of the present day. On the recommendations of the Inspector, Nos. 4, 5, 6, and 7 have been reduced to the primary status, teaching up to the third class only.

1. Atraulia
2. Dohrighát
3. Tandwa.
4. Amila.
5. Kopaganj.
6. Mahárajganj.
7. Lalganj.

"*Primary education.*—Under this head come 145 schools, as noted on the margin, against 153 of the last year, showing a decrease of eight schools. These eight were closed during the year, as it was found they were doing no good. Out of these 145 schools, 88 (exclusive of the primary portion of the middle schools) were inspected by the Inspector of Schools, who pronounced 27 to be efficient and the rest inefficient, 17 improved, 31 stationary, and 40 to have declined. The figures do not appear so favor-

1. Primary halkabandi schools ...	128
2. Primary portion of the middle schools...	15
3. Municipal free schools ...	2
Total ...	145

able as those of last year, but when the unfavorable season of the year, both the teachers and pupils having suffered a great deal from sickness, is taken into consideration, they do not seem so discouraging.

"*Girls' schools.*—In the beginning of the year there were three girls' schools, but one was closed in the middle of the year, as it existed in name only. Of the remaining two only one, that at Mau, was inspected by the Inspector of Schools, the other at Katghara being started only last year. The remarks of the Inspector on the Mau school are not favorable this year; but Mr. Wyer, who inspected it after him, says that 'the school at Mau is one of the good *bonâ fide* female schools in the province. The girls are much better taught and are more advanced than in any boys' school of the same class, and I am astonished to find that the Inspector is dissatisfied.'

"*Municipal free schools.*—There were two such schools in the beginning of the year: one for Hindu boys, the other for Muhammadans. The former, having proved unsuccessful under three different teachers, was at last closed in the latter part of the year, but the latter maintains its position and continues to work successfully.

"*Middle class vernacular examination.*—The result of this examination has not been so favorable as last year, only 11 boys passing out of 37 (seven in the second and four in the third division) against 15 last year. Better results were expected, but sickness was prevalent during the months of September, October, and November. Most of the promising lads could not even appear owing to sickness, and many of those who went up were suffering from fever.

"*Scholarships.*—There are at present 95 halkabandi scholarship-holders; nine of these are at the Benares College and the remaining 86 are studying at the middle schools. This year there were some 80 candidates, and from among them most promising boys were selected. The system seems to have worked well. The boarding-houses at Azamgarh and Jianpur are quite full and are working well and satisfactorily. The number of boys at the former is 30 and at the latter 15.

"The construction of the two school-houses—one for the Nizamabad pargana and one for the Atraith halkabandi school—was commenced in 1880 under the supervision of the tahsildars, but these have not yet been entirely completed. Two more new school buildings, at Lahnan and Jamilpur, have been commenced during the year under review. A new school is urgently needed in Azamgarh, and I understand administrative sanction of Government has been obtained.

"Several schools were inspected by myself and Messrs. Wyer and Holmes in our cold-weather tour, and the result of our examination was on the whole satisfactory. The schools are no doubt working well, and when the drawbacks they had to contend against during the year (first cholera in May and June, then fever in September, October, and November) are taken into consideration, the work must be regarded as satisfactory.

"In conclusion, I have to speak of the work of the Deputy and Sub-Deputy Inspectors. Mr. DeMello, the Inspector of Schools, speaks very favorably of Deputy Inspector Kunwar Bahadur. He says he has every confidence in him, and his zeal, unflagging energy, and active supervision will soon effect a change for the better. His examination of schools is thorough, searching, and reliable, and his suggestions for the general improvement of the district most judicious. From what I myself have seen of his work during the time I have been in the district, I can heartily corroborate the Inspector's opinion. Muhammad Akbar Khan was Sub-Deputy Inspector nearly the whole of the year, as he did not leave the district till the end of February. During the 18 months that he remained here he worked well and aided the Deputy Inspector in every way."

MIRZAPUR.—Secretary, Mr. Fawcett. "The district contains one zila school, three tahsili schools, one pargana school, 105 halkabandi, and seven municipal free schools, three London Mission Schools in Dudhi, and four belonging to the Church Mission in Ghorwa.

"It is satisfactory to be able to record that, as a whole, the district is making considerable strides. With regard to the middle class vernacular examination, the Inspector of Schools writes:—'Mirzapur is steadily advancing. It sent up 16 candidates and passed seven—in the second division five and in the third two. Both in number and percentage there is an improvement.'

"*The zila school* is in a satisfactory condition, though a good deal more might be done. For the entrance examination five candidates were sent up and three passed, the remaining two failing in English only. In the middle class examination seven passed, against three last year.

"The school passed one in the middle class anglo-vernacular examination.

"Great need is felt of a good boarding-house. The building at present attached to the school is in a somewhat unhealthy position and affords scanty accommodation. The question is one which will shortly be brought before the committee for consideration.

"Of the three *tahsili schools* the one at Ahraura is in the most flourishing condition. The average attendance is 93 against 55 last year, and four boys went up from this school for the middle class examination, all being successful. The school-house is a very excellent one.

"The Chunar school has made rapid progress since its opening in 1880. The senior Pandit is an old and successful teacher, and is doing much to improve the status of the school. His long and good services are about to be recognized by the award of a special personal allowance.

"The Gopiganj school is not doing satisfactorily: the staff of teachers is very weak and requires revision.

"The Bhadohi pargana school also shows no improvement. I have not seen the school myself, but the headmaster is represented to me as being absolutely incapable of filling his present position properly. An effort will be made to effect a considerable improvement in the school by next year.

"The Kachwa middle class halkabandi school is doing fair work, but its efficiency might easily be increased. The committee are about to try the effect of adding to the number of scholarships.

"It is gratifying to find that the halkabandi schools show a marked improvement on last year.

"I have not been long in the district, but I examined as many of these schools as I came across in a short tour in the cold weather. The general conclusion I came to was that the material to work upon is excellent, but that a very large number of the teachers are all but absolutely incapable.

"I examined several of the Ghorwa Mission schools and found them in a condition compared with which that of most halkabandi schools is perfectly satisfactory. If these schools do not soon show some signs of improvement the committee will be recommended to withdraw altogether their customary aids.

"To sum up the general results of this year's work, there can be no doubt that in nearly every case there is an improvement upon last year.

"The Mirzapur district, which has hitherto always been a backward one, has at last (and, I may add, chiefly through the exertions of our Deputy Inspector) begun to show its capacity for better things.

"The crying evil is, of course, the extreme carelessness and inefficiency of the halkabandi masters. Many of these men seem to have adopted teaching as a profession because they are too lazy or too incapable to do anything else. They require ceaseless and untiring supervision: if that is given, some good results must follow, as they have followed in the Mirzapur district."

BENARES.—Secretary, Mr. Holmes. "I regret to say that this was an unfortunate year for schools. Sickness in the shape of malarial fever commenced early in August, spread widely in September and October, and began to abate in November. There was not a single school in the district which did not suffer from its effects. Both masters and boys fell ill, and those boys who fortunately escaped the fever were obliged to help their sick relations. Thus the schools were almost deserted during the most important season of the year when the departmental examinations were fast approaching. For the middle class examination 33 names were sent up and only 22 candidates put in an appearance. The result of this examination, as expected, was not satisfactory: only ten passed against fourteen of the preceding year.

"There are two tahsili schools in this district, Benares and Chandauli. The former sent up seven boys at the middle class vernacular examination and only three passed—two in the first division and one in the third. This result is not satisfactory as compared with the past year, when five passed. There are 57 pupils on the roll of this school, the two lower classes, *viz.*, 6th and 7th, were abolished at the suggestion of the Inspector of Schools in order to enable the teachers to devote their entire attention and time to the upper classes, the proper function of this school being to prepare boys for the middle class examination.

"During the year the Benares tahsili school was removed from the city to the Normal school premises, which were partly vacated in June last on account of reduction in the establishment of that institution.

"*Chandauli tahsili school.*—There is some improvement in this school. The number has increased from 43 to 55, but the average daily attendance has fallen from 29·63 to 27·8. At the middle class examination the school did better than last year. It sent up three boys and passed two against one out of four of the preceding year. This school had failed totally last year and on the Deputy Inspector's and Inspector's recommendation, the committee resolved to remove it to Ramnagar, but as this year's result is satisfactory and the school shows signs of improvement it would be advisable to give the school another year's trial at Chandauli. It has a boarding-house and some scholarships.

"The other middle class schools are the halkabandi schools at Tirpat, Rasulpur, Sahjour, and Salkaldiha. Tirpat is the best school of its kind, and it has always passed boys at the middle class examination. This year it passed three against two of the preceding year. The master and the assistant are both good teachers.

"Rasulpur passed one boy at the middle class examination and its lower classes passed remarkably well at the *vivâ voce* examinatian held by the Inspector.

"The number of halkabandi schools has remained the same, *viz.*, 91. Although the roll number of these schools has increased from 3,152 to 3,305, there has been a

considerable decline in the average attendance, which has fallen from 2,989 to 2,382. The widespread fever abovementioned accounts in a great measure for the decline, and I have little doubt that the very large average attendance given for last year was partly imaginary and due to falsified attendance rolls. The Inspector examined seventy-four of these, and says 'I find all of them to have been inspected by both Deputy and Sub-Deputy Inspectors during the year, and most of them have shown satisfactory results. A large number of them have improved in arithmetic, spelling, and handwriting, and several of them have completed their classification. I am satisfied with the work of the year under review and look hopefully for better results." On the whole, the work done during the year has been satisfactory and the teachers generally have done their duties conscientiously.

"It may not be out of place to remark, as was done last year, that some of the halkabandi teachers of this district are too poorly paid, and if the committee were in a position to give better pay and engage the services of better qualified teachers, the status of these schools would considerably improve. The following is the scale of pay of 19 halkabandi teachers :—

3	teachers at Rs.	3	per mensem.
6	"	"	4	"
10	"	"	5	"

"*Municipal free schools.*—There are seven municipal free schools against eight of the preceding year. The school at Rajghát was closed for inefficiency. The municipality has entrusted the management to four members of the committee, and they are now beginning to show signs of improvement. Some of them have been supplied with necessary furniture and books. The roll number and the average attendance of these schools are 318 and 261·5, against 353 and 333·8 of the preceding year.

"*Girls' schools.*—There are three Government girls' schools as last year. The roll number of these schools has increased from 61 to 66 and the average daily attendance from 43·41 to 49·78. The school at Sakaldiha has improved, that of Gangapur has remained stationary. The school in the city has declined; steps will be taken to improve it.

"*Chauk school* is held in the city and teaches English up to the 5th class of the Government zila school. There are 88 boys on the roll of this school against 81 of the preceding year. It sent 15 boys to the Government and other higher schools situated in the city during the year under review.

"*European and Eurasian School.*—This municipal school, which was in a very unsatisfactory state last year and was recommended by Mr. Platts, the then manager, to be abolished, has now been replaced under the management of the Revd. Mr. Etherington and seems to be improving. There are six boys and six girls now in attendance.

"An academy was started by Mr. J. F. Paul in the month of December, 1880, and Rs. 156 have been paid for poor European and Eurasian scholars. The school was inspected by the Inspector of Schools, but no regular examinations were held. As the school has not been a pecuniary success it will be closed this month.

"*Scholarships.*—Twenty-two scholarships of Rs 2 and Re. 1 were granted to students studying in the Government zila school and the tahsíli and middle class halkabandi schools. The Rs. 360 entered in the budget was increased to Rs. 480 on the recommendation of the Inspector of Schools from the savings effected under the head of school-rent.

"*Employment of students in public service.*—Last year fourteen students received employment on salaries varying from Rs. 10 to Rs. 3 per mensem, and this year 16 students were employed on salaries ranging from Rs. 8 to Rs. 4 as patwári, karinda, or teacher.

"*Operation of the committee.*—The committee was regularly held for the despatch of business once a month except in the month of December, 1881, and February, 1882, when the President and the Secretary were both out on tour.

"The work of the Deputy Inspector during the year was I believe excellent. The Inspector of Schools speaks of him in high terms of praise. As I have only been a short time in the district, I do not know much of his work personally."

GHÁZIPUR.—Secretary, Mr. Gill. "The total number of scholars on the rolls is 4,489 as against 4,364 last year, and the average daily attendance 3,748·74 as against 3,278·59.

"There are two anglo-vernacular schools supervised by the committee. Of these one, the *Chashma-i-Rahmat*, is aided, the other at Deokali is unaided. Application was recently made for the grant to be restored to the Deokali school, but without success. This seems a matter for regret, as I know that the head-master is greatly discouraged, and even thinks of resigning his appointment. The Deokali school does not appear to have sent up any candidates for the middle class anglo-vernacular examination, and the *Chashma-i-Rahmat* school failed to pass any of the candidates it sent up. This was the case last year also, and the English department in this school is deplorably weak. It has done equally badly in the vernacular examination, not one of the candidates having passed. Mr. Rustomjee in his report last year indulged in a hope that this year's results would be better than last year's, but the hope has certainly

not been fulfilled. The headmaster is said to be a hardworking man, but if so, he is unfortunate in the material he has to work on. The attendance at both schools has considerably increased.

"*Middle class schools.*—Last year there were 16 schools of this class, this year there are 13 only, three of the 16 having been reduced to the standard of primary schools on the recommendation of the Inspector. Of these 13, four are tahsíli, three pargana, and six halkabandi. It is a source of much gratification to the committee that the results of the middle class vernacular examination for the year under report are so creditable to the working of the department. Last year Gházipur failed signally in this examination. This year it stands first in the division, having passed 21 out of 33 candidates, one in the 1st, 10 in the 2nd, and 10 in the 3rd division. The committee congratulate the Deputy and Sub-Deputy Inspectors on the success which has attended their efforts to bring Gházipur up to the level of the other districts.

"All these schools were examined by the Inspector of the circle in the cold weather, and he notes that nine are efficient and four inefficient. I will remark on these schools one by one.

I.—The Sayadpur tahsíli school.—This school continues to do well. It sent up four candidates to the middle class vernacular examination, all of whom passed, three in the 2nd, and one in the 3rd. The Inspector recommends that the teacher's pay be increased from Rs. 10 to Rs. 15 per mensem. The committee will endeavour to act up to the Inspector's recommendation.

II.—Reotipur tahsíli school.—This school sent up two candidates, one of whom passed. The Inspector was satisfied with the result of his examination.

III.—Korantadih tahsíli school.—This school is slowly improving. It is still backward, and failed to pass any candidates, but the results of the Inspector's examination were in its favour.

IV.—Gházipur tahsíli school.—This school is hopelessly inefficient. Indeed, it seems to be hardly required, as there are so many good schools in the city, and it seems advisable to act upon the Inspector's recommendation and close the school.

V. and VI.—Nauli and Gahmar pargana schools continue to work successfully. Nauli sent up five candidates and passed four, one in the 1st division. It is the best school in the district. Gahmar also passed four out of five candidates.

VII.—Bahariabad pargana school.—In this school higher classes have been formed, and though not up to the prescribed standard as yet, they seem to be promising, as the Inspector has recommended a small reward to the teacher.

"The six halkabandi middle class schools did fairly well, with the exception of Sahwal and Burhánpur. If they fail again, they will be reduced to the level of primary schools.

"There are 122 primary schools in the district. Of these three are girls' schools. These are seldom inspected by European Inspectors. The Deputy-Inspector reports well of two, but the third appears to be declining. They are of course patronised almost entirely by Hindus, there being 70 Hindu girls to four Muhammadans.

"The Inspector reports favorably of the primary schools as a body. The Inspector examined 29, the Collector 20, Mr. Rustomjee four, and myself seven in the cold weather. I should say that they compare favorably with the primary schools I have seen in other districts. The boys seem to me particularly quick at figures; as far as reading goes, they seem to read only a few pages out of each book and to learn them by heart. It is very seldom that one of the younger boys can read a piece at sight; a great want is a supply of good maps. Nothing surely would enlarge a villager's mind more than a good map of the world, and for the higher schools a globe would be a real boon. Some of the boys know by heart a few facts of geography, but can never have seen a map in their lives.

"There are two municipal free schools, and both are spoken of well by the Deputy Inspector. They were inspected by Mr. Rustomjee who thought very well of them. The number on the rolls has increased from 99 to 110.

"In conclusion, the committee wish to express their thanks to Munshi Mahábír Prasád, Deputy-Inspector, for the care and diligence he has displayed in the discharge of his duties during the last year. The marked improvement shown by the schools of all grades is largely due to his efforts, which have been well seconded by those of the Sub-Deputy Inspector, Debi Prasád. In the opinion of the committee, the Deputy-Inspector is deserving of promotion."

GORAKHPUR.—Secretary, Babu Chattradhari Thákur.—"Mr. Holt, Assistant Collector, has been Secretary of this department throughout the year. It is only a few days ago that I have been appointed in his place, and I regret to say that I possess no personal knowledge to criticise the Deputy-Inspector's report.

"The number of scholars on the roll of the oriental zila school is larger than in the preceding year, the daily average attendance does not appear to be good, it is only 134. Of the 190 boys on the roll and who read vernacular (*i.e.*), Urdu and Hindi, 39 also read Arabic, 73 Persian, and 40 Sanscrit.

"As compared with previous year's return, I see that there is an increase of 103 boys on the roll of tahsíli schools.

"The Inspector and Deputy Inspector reports that the schools at Barhalganj, Dhani, and Ramkala have much improved. A reference to the table given by the Deputy Inspector shows that Barhalganj has the highest number of boys on the roll: there were 76 boys with a daily average attendance of 74 on the last day of the year.

"Mr. Bullock, Assistant Collector, inspected the Barhalganj school on the 22nd January, and the Majhauli school on the 3rd February last, and he found the schools in excellent order and the boys passed a good examination. Mr. Bullock writes that the master of the Majhauli school has a little dwarf son, poor child completely misformed, only about 9 or 10 years old, and he is about the size of a child of three years, who writes Hindi and draws copies of pictures most wonderfully." This boy should in the way of encouragement receive some reward.

"Mr. Holt, Assistant Collector and Secretary of the Educational Department, inspected the Dhani school; he simply records "condition fair." Mr. Holt also examined the lower classes of the Barhalganj school and found the boys able to read more or less fluently, and in arithmetic fair.

"There are two pargana schools at Piprauli and Lar. The total number of pupils on the roll at the close of the year was 147 against 143 in the preceding year, with a daily average attendance of 119 against 106. It appears no district officers have inspected these two schools in the year. The result of the Inspector's examination shows the school at Piprauli on the whole to be good: he does not pass any favorable remark regarding the other.

"There are nine middle class halkabandi schools. There is a slight increase in the total number of boys on the roll as compared with the previous year. There were 789 boys in 1881-82 against 764 in 1880-81; the daily average attendance is not satisfactory

"The Inspector has sent in the result of examination of the middle class vernacular schools: the result is not satisfactory. These schools sent 19 boys, of whom five passed.

"Messrs. Bullock, Fraser, and Holt inspected some of these schools during the last cold-weather tour. Mr. Bullock writes that he found the Bansgaon school too poorly attended, and the teacher explained the cause of prevalence of fever.

"*Primary Halkabandi Schools.*—"There are 169 primary halkabandi schools with 6,134 boys on the roll, against 5,983 in the preceding year. The daily average attendance was 4,448. In the last year it was 4,652. No good good reason has been assigned for this fall.

There are five free schools in the city. The inspector examined them. The Deputy Inspector informs me that one of them, *i. e.*, the Menabazar school, was found bad; that there were 240 boys on the roll on 31st March, 1882, against 219 on the 31st March, 1880, and that 13 of the boys passed before the Inspector in the upper primary school examination.

"There are two girls' schools in this district at Barhalganj and Gola, with a number of 54 girls on the roll. The daily average attendance is very satisfactory. The Gola school is very popular and well attended. Mr. Bullock inspected this school in January. This officer records in his diary: 'I examined a girls' school which I had overlooked on my first visit. It is the best girls' school I have ever seen in these provinces. There were 30 girls who could all read and write, did dictation well, and knew geography and arithmetic.'

"The covering letter of Mr. Kennedy, the Collector, is subjoined:—

"'I have the honor to submit the report of the district committee of education for the year 1881-82. Mr. Holt, Assistant Collector, who had charge of this department throughout the year, was transferred in March, and the report has been prepared by Babu C. Thakur, Deputy Collector. Babu C. Thakur obtained his materials in part from the school inspection book kept up in the Collector's office, but he has also a considerable personal acquaintance with the schools in town.

"'2. According to the last census there were 550,603 boys under 15 and we may assume that about 43 per cent. of this number, or 236,759, are of a school-going age: say 6 to 12; 7,842 of these are reading in school under the district committee and 810 in mission schools. I cannot find that any return has ever been prepared of indigenous schools, but they are comparatively few—fewer, I believe, than in most districts. Gorakhpur is a purely agricultural district, and the children are required to assist in the fields. It is only in the towns, or where a few zamindars, Banias, and Kaiths are congregated together that a school can flourish. But although this is a true description of the country, the town of Gorakhpur is very fairly supplied with schools. I take the number of boys in the town between 6 and 12 years of age to be about 37,630. Of this number 430 are enrolled in Government and 673 in mission schools.

"'3. Omitting the zila school and two girls' schools, the district committee have 191 schools under their management, *i.e.*, five tahsili, two pargana, 173 halkabandi, five aided halkabandi, five free schools, and an endowed anglo-vernacular school at

Rudarpur. It is more convenient, however, to group them according to their educational standards :—

	Scholars.	
	1880-81.	1881-82.
16 middle class schools	1,149	1,259
157 upper primary „	5,726	5,890
17 lower primary „	512	484
1 primary anglo-vernacular school	32	19
Total ...	7,419	7,652

"'The great bulk of the schools are upper primary, *i.e.*, teach up to the 3rd class of the tahsíli schools.

"'4. There was an improvement on last year in the number on the rolls—7,633 against 7,387, but a decrease in the average attendance. The average attendance this year was 5,531, and in 1880-81, 5,746. A good deal of this is due to the fever, which spread through the south of the district and along the banks of the Rapti, but I partly attribute the decrease to a change in the system of registration. The roll was formerly made up at the end of the day, and it was impossible to check it. It is now made up half an hour after the school opens, and is I believe generally correct. Only two cases, I think, have been brought to my notice in which all the boys could not at once be produced.

"'5. There are 7,652 boys in the middle and primary schools ; 4,539 of these went up for examination : 461 out 789 passed in the upper and 2,212 out of 3,750 in the lower grade. I understand that these results are fairly good and that the Inspector was satisfied with the teaching on the whole. Many of the schools, however, fail in arithmetic. The Inspector's report shows that out of 48 schools examined by him 13 were efficient, 18 schools had improved, 19 were stationary, and 11 had declined.

"'6. The town of Gorakhpur, as I have said, is fairly supplied with schools. The middle class and primary schools are distributed as follows throughout the country :—

	Middle.	Primary.
Sadr tahsíl	4	27
Bansgaon „	7	39
Deoria „	2	39
Hatta „	1	16
Padrauna „	1	23
Maharajganj „	1	16

"'The middle class halkabandi schools are all in the sadr tahsíl and Bansgaon, and these two tahsíls with Deoria have 118 schools, against 58 in Hatta, Padrauna, and Maharajganj.

"'This inequality is due to social conditions : but the success of the school at Dhani shows that the agricultural population of the north may take to education under favorable circumstances. A school was closed in the Deoria tahsíl and a new one opened in Hatta. There were no other changes during the year.

"'7. A new school was erected at Tilia and several school-houses thoroughly repaired. The stability of a school depends to some extent upon the building : all the middle class and 87 of the primary schools are held in Government buildings, seven primary schools are held in hired houses and 75 in private buildings : these 75 may be counted as more or less insecure and temporary. If there were any hope that a system of aided halkabandí schools would succeed, the committee would turn these into aided schools. There are five such already, but the masters complain that the zamindars give them nothing, and they are miserably underpaid. I attempted the experiment nine or ten years ago in Sahâranpur ; and although it worked for a while, it generally required constant pressure to obtain the promised assistance of the zamindars. The plan can easily succeed where the zamindar is ambitious to give his sons a good education.

"'8. *Inspection.*—All the schools were inspected at least once by the Deputy and Sub-Deputy Inspector. All the middle class schools were inspected, if I remember right, by officers of the district staff, and a considerable number of the lower schools were visited, a few by myself or Messrs. Bullock and Fraser, and a considerable number by Mr. Holt, whose special business it was to visit and examine them. The Inspector examined all the more important schools. Chutterdhari Thakur suggests that another Sub-Deputy Inspector should be employed. There is ample room for him, but the funds are wanting.

"'9. The total cost of middle class education (excluding scholarships and repairs) was Rs. 3,939-5-11, or Rs. 4-3-10 per pupil : primary education cost Government Rs. 13,361-11-7, or Rs. 2-14-5 per scholar. The contributions of the zamindars to aided halkabandi schools are put at Rs. 132, but the sum is nominal. Scholarships cost Rs. 443-14-0 and repairs Rs. 1,000. Add to this Rs. 487-3-0 on account of free schools and Rs. 15 for the Rudarpur anglo-vernacular school, and the total sum expended was Rs. 19,247-2-6.

"'10. The zila school at Gorakhpur is a purely oriental institution and has been nine years in existence. It has suffered from want of method and inacquaintance with English modes of teaching. The Inspector drew up a scheme of classification at

my request, and this has now been partially introduced. The school has 190 boys on the roll, of whom 40 read Sanscrit, 38 Hindi, 39 Arabic, and 73 Persian. It passed six in the middle class, 58 in the upper primary, and 44 in the lower primary division. Last year the school had 175 scholars. The school has been lately put under a sub-committee, and with a new system of classification it ought to do somewhat better. The school cost Rs. 1,787-7-2, or Rs. 12-8-9 per pupil. The boarding-house attached to it has eight inmates, and cost, including scholarships, Rs. 404-2-3.

"'11. *Female education.*—There are two Government girls' schools with 54 pupils. Both the schools are in the Bansgaon tahsíl. The Church Mission have five schools in the city, as well as a regular zenana mission, and have 244 girls under instruction.

"'12. Mr. Holt was Secretary throughout the year and did good work in examining schools and school-masters."

BASTI.—Secretary, M. Nisar Ali Beg.—"There is a decrease of four schools and 120 pupils. The Basti anglo-vernacular school was closed in August owing to the want of subscriptions, and three primary schools were closed for the same reason in the course of the year. Forty-five boys attended the former school and 81 the latter three. There is now only one school, the aided mission school at Basti, teaching English up to the middle class standard. It is flourishing, with 140 boys on the rolls, as against 116 of last year, and the teaching appears to be good. Two of its students passed the middle class anglo-vernacular examination and two the middle class vernacular examination.

"It is a cause of regret that there is no institution that can prepare boys for the matriculation examination. There is an unaided anglo-vernacular branch school at Bansi which teaches up to the third or middle class standard and is entirely supported by the raja.

"There are nine vernacular middle class schools, the number being the same as last year. Out of 19 boys sent up for the middle-class examination six passed. The Inspector examined all these schools in his cold weather tour and found them improved or stationary. None had declined.

"The primary schools are 135 in number as against 138 of last year. The closing of three schools accounts for the decrease of 55 pupils. The schools suffered much from cholera, small-pox, and fever, and 19 schools were consequently closed during April and May. The progress of education has accordingly been retarded.

"Of the three girls' schools, with 101 pupils, against 102 of last year, the Bansi school is doing well and the others are in an unsatisfactory state.

"Out of Rs. 660, the sanctioned allotment, scholarships have been given to seven boarders at the Benares College school and to 24 boys reading in the middle vernacular schools in the district.

"The old tahsíli school-house at Basti has been pulled down and a new building has been erected in its place. A new boarding-house is now necessary. Fifty school-houses have been repaired.

"The Secretary, having charge of the treasury, could inspect only the schools in the station. The President and some members of the committee visited district schools in the cold weather.

"Babu Mahadeva Parshad, Officiating Deputy Inspector, discharged his duties satisfactorily. He visited all the halkabandi schools but two. Muhammad Akbar Khan, an experienced and painstaking man, has reverted to his post as Sub-Deputy Inspector."

BALLIA.—Secretary, Mr. Reid.—"During the months of September, October, November, and December, 1881, a general fever epidemic prevailed throughout all the districts which postrated both teachers and pupils and which chiefly retarded any progress being made, as will be corroborated from the Divisional Inspector's remarks:—

"'I have now inspected the schools of your district for the third time, and feel confident that the spread and progress of popular education have been satisfactory, and had it not been for special and unavoidable causes, I would have found, not only an increase in attendance, but the result of my inspection this year would have been still more to the credit of the district."

"*Aided English School, Ballia.*—The number on the roll is still large, and, as has been previously mentioned, is far in excess of the school accommodation.

"During the year this matter was gone into by the committee, who have made arrangements for enlarging the building. The work has been set in hand and the following funds have been obtained for carrying out the same:—

	Rs.
Government grant-in-aid	1,000
Private subscriptions and donations	1,000
Total ...	2,000

"The average number on the roll during the year was 184·9, and compared with that figure the average daily attendance of 132·5 is very good:—

	1879-80.	1880-81.	1881-82.
On the roll on 31st March ...	142	182	170
Average daily attendance ...	117	127	132·5

The staff of the school is as follows:—

English teachers	5
Vernacular teachers	4

"This year the result of the middle class anglo-vernacular examination was not favorable. Out of the ten sent up none passed. This is owing chiefly to the fever which prevailed. Here I beg to make mention of Ram Narain Singh, head-master of this school, who is an old and experienced servant, assiduous in his work. He has maintained the credit of the school, which has been greatly benefited by his presence since the formation of the new district.

"*Vernacular schools.*—There are five tahsili and pargana schools and 69 halkabandi; the latter have been increased by 10. A statement showing the attendance this year is subjoined. Owing to the increase of halkabandi schools no comparison can be gone into for any previous year:—

	On the roll on 31st March.	Average daily attendance.
Tahsili and pargana schools...	424	355·53
Halkabandi schools ...	2,562	2,063·67

The fairly large average daily attendance for each school of 29 is due and has been effected by the careful attention paid to this subject by the Deputy Inspector.

"In compliance with para. 8 of Government Review on the Educational Report for 1879-80, the middle-class halkabandi schools of Byria and Firozpur, which were backward in fulfilling the requisite conditions of the standard required, were reduced to primary schools: so now there is only one middle-class halkabandi school at Bharsand, and this, I am glad to say, is in a fairly prosperous condition, having passed one boy in the first division. Moreover, although the number of middle-class schools has been reduced by two, still the number of boys is enlarged by six in the first and second classes.

"Of the tahsili and pargana schools one requires mention, *viz.*, Bansdih, which has done well in the middle class examination having passed two in the second division out of three sent up. It was also favorably mentioned by the Divisional Inspector in his annual inspection report for 1881-82 thus, 'taking all things into consideration, I think the teachers have done fair work and are deserving of consideration.' The claims of the head teacher, Gopal Saran Lal, an old and experienced servant of the Department, will be taken into favorable consideration, and he will be promoted to a 1st grade teachership on Rs. 20 from the budget allotment for 1882-83.

"Carrying out the suggestions of the Divisional Inspector in his report for 1880-81 and 1881-82 that boarding-houses and scholarships are the links uniting middle class schools and primary schools together, the latter are made to act as feeders to the former. This year 16 boys were selected to proceed from the lower to the higher schools, and encouragement given by allotting scholarships of Rs. 2 and Re. 1 to each boy to further their secondary education. The committee at their last meeting also resolved to establish boarding-houses at Bansdih, Rasra, and Sikandarpur, as far as the funds will admit.

"*School houses.*—Of all the 76 schools existing in this district, 35 are located in houses generously lent by the zamindars, 12 in rented buildings, and 29 in Government buildings. The latter consist of some pucka, some kucha-pucka, and some thatched houses. Three new buildings have been erected during the year, and from time to time, when necessary, general repairs were executed.

"*Inspections.*—The Inspector, Mr. DeMello, who examined a considerable proportion, *viz.*, 41, of the schools, speaks very favorably of the progress made during the year and the tact and intelligence with which supervision has been carried on by Deputy Inspector Balkrishan Lal. During the year 18 schools have been visited by the district authorities and their remarks entered in the inspection register. Besides these several others have been visited, but no remarks have been written up in the prescribed register. A perusal of the monthly diaries submitted by the Deputy Inspector shows that schools have been regularly visited by that officer; but in my opinion these visits, which at times must be very hurried owing to the large area which has to be travelled over, would be more beneficial and done with greater assurance if a Sub Deputy Inspector were appointed to this district as an assistant.

"In conclusion I beg to bring to notice the good work done by Deputy Inspector Balkrishan Lal, who has been unremitting in attention to his duties, from which an unquestionable improvement has been effected in the schools, and who has also been very creditably mentioned by Mr. DeMello, Inspector of the Benares Division, in his annual report thus:—'The Deputy Inspector, Munshi Balkrishan Lal, is active and has supervised the schools with tact and intelligence.'

JHANSI DIVISION.

JHANSI.—Secretary, Mr. McLean.—"Two teachers were dismissed for misconduct during the year and one was superannuated. Their places were filled by holders of normal school certificates. Two teachers, unfavorably reported on by the Inspector, were fined, and the pay of 11 others reduced till improvement. Eight teachers were fined for absence without leave.

"Middle-class education is given in all the six tahsili schools, though Ranipur and Bhander are (temporarily only) without a third or higher class. The number

of pupils receiving education by the middle class standard is 23, the same as last year. The total number of pupils on the rolls of the six tahsíli schools is 331, against 341 of last year.

"Three boys out of 10 passed the middle class vernacular examination, against two out of 13 last year.

"The 46 halkabandi schools have a total of 1,165 scholars, against 1,100 of last year; thus showing a decided increase during the last two years (there were only 1,066 in 1879-80).

"The anglo-vernacular school at Gursarai has 21 pupils, against 23 of last year.

"The four unaided primary schools in Gursarai are in a fair condition: they show a roll of 79 against 84 of last year.

"The two municipal schools have 63 boys on their rolls.

"The number on the roll of the girls' school at Chirgaon is 21, the same as last year; but the daily attendance does not exceed 9 or 10.

"There is no real demand for such a school in the place, and its existence is only due to pressure on the part of one or two local subordinate officials. It has been declining for some years, and the committee, adopting the recommendation of the Inspector, have determined to close it from 1st April, and thus save Government a useless expenditure.

"The total number of scholars in the 60 schools is thus—1,659 against 1,569 of the year before, an appreciable increase.

"As before there were nine scholarship-holders on Rs. 2 a month: of these one was dismissed for continued absence; one passed the middle class vernacular examination in the first division, though failing to obtain a Government scholarship.

"Class books to the value of Rs 134 were sold to teachers and pupils through the Deputy Inspector.

"All necessary repairs were executed. All the tahsíli and 37 out of the 46 halkabandi schools are Government buildings: two more Government school-houses are being built.

"The committee held its meetings regularly during the year. In the cold season Mr. Deas visited six schools, Mr. Sturt 4, Mr. Roberts 2, the Tahsíldar of Moth 1, the Tahsíldar of Mau 1, and myself 14. The committee have to express their satisfaction with Pandit Pindi Shankar, the newly appointed Deputy Inspector, who is showing zeal in his work: also with Khwaja Ahmad, Sub-Deputy Inspector, who officiated also for a short time as Deputy Inspector, and during whose recent sick leave Data Ram (as a temporary measure), and subsequently Punna Lal (son of the late Deputy Inspector), performed the duties of Sub-Deputy Inspector.

"The results of the Inspector's tour have not yet been received, but such schools as were visited by district officers showed, on the whole, fairly. The rate of educational progress in this district is slow. It is true that some schools will have, after a fair trial, to be closed from this month for want of attendance: but a good many requests for the establishment of new schools in their places—indeed much in excess of the failures—have been received, and the zemindars seem more disposed than formerly to supply house-room and part expenses, &c. The low rate of pay of the teachers undoubtedly militates against the entering of very competent men into the Department, but it has been found impossible with the funds at the committee's disposal and the number of schools to be provided for to make any alteration in this. It will be some time before more than very elementary education is extensively demanded in the district."

JALAUN—Secretary, Mr. Evans.—"*Middle class schools.*—Under this head there are the upper (1 and 2) classes of eleven schools, one English school at Kunch paid for by its municipality, and ten tahsíli and middle halkabandi schools.

"The average daily attendance in tahsíli schools shows a satisfactory increase, but the average daily attendance in middle halkabandi schools has slightly decreased.

"This year nine boys passed the middle class examination, one of them in the first division.

"I have examined the tahsíli schools at Kalpi, Jalaun, Madhogarh and Orai. I was not able to reach Kunch during my cold-weather tour, and was consequently prevented from examining the school there.

"Jalaun is far and away the best school in the district; the average attendance of the *whole* school has been 67, an excellent average for this district.

"Orai and Kalpi came next, but Orai is I think the better of the two. The average attendance is 49 and 59 respectively. The attendance in Kalpi should be more, considering the size of the place. No boy passed the middle class examination from this school.

"Madhogarh is a wretched school, not so good as many of the ordinary halkabandi schools. The place is a small one and the residents do not appear to care to send their children to school. The average daily attendance is 33. I have not been able to visit Kunch, but it appears to be worse even than Madhogarh; average daily attendance 27·70.

"The English school at this place attracts most of the boys. The number on the register is 58 and the average daily attendance 42. I am unable to give an opinion

as to the instruction here, as I did not examine the boys. No boy passed the middle class examination from this school.

"There are five middle halkabandi schools as under :—

Kuthaund Sahao	...	...	...	In Jalaun pargana.
Umri ...	...	...	...	In Madhogarh pargana.
Jeysari Kotra ...	...	...	...	In Orai pargana

"I have examined all these schools. Kuthaund is the best: two boys passed the middle class examination. The attendance is very good at Umri. One boy passed from the Sahao school.

"*Primary schools.*—There are 84 schools of this kind in the district.

"The average attendance shows an increase as compared with last year, and there is a slight increase in the number who passed before the Inspector.

"I have examined as many of these schools as I could during the past cold weather. The attendance is as a rule very small, and there is very little instruction beyond the elements. It is, however, better that the teacher should exert himself in instructing the lower classes well, and not attempt to teach boys in higher classes, who could find better instruction in the middle halkabandi, or tahsili schools.

"Some 19 boys have been provided with scholarships at a cost of Rs. 450. Two of them are reading at the zila school at Cawnpore, and the remainder in tahsili and middle halkabandi schools in this district. Out of the scholarship-holders five passed the middle class examination.

"*Girls' school.*—There is one girls' school in this district, at Sirsa Kalar. There are 20 entered in the register, and the average daily attendance is 18, an increase on last year. At the examination held by the Deputy Inspector, two passed the upper primary examination and three the lower primary examination. This school is kept up through the influence of Jamna Parshad, a zamindar of the village. It is held at his house, and were it not for his exertions, I doubt whether the school would be in existence at all. He is deserving of all credit in this matter.

"*Private unaided schools.*—There are four under regular inspection, showing an aggregate average daily attendance of 81.

"The attendance is less than last year. At this year's examination one boy passed the upper primary examination, and four boys the lower primary examination.

"I cannot on the whole pronounce favorably on the state of education in this district. The fault lies with the people themselves, and is not due to any laxity on the part of the inspecting officers.

"The present Deputy Inspector, Bhrigunath Sahai, has been here since 1874, and is well acquainted with the district. I have had every reason to be satisfied with his work during the time I have been here.

"The Sub-Deputy Inspector, Ganesh Parshad, has been away on leave. The teacher at the Jalaun tahsili school has been acting for him since September, 1881, and has worked hard during that period.

"As a rule the teachers are not competent men, but this is the complaint everywhere.

"Hitherto the lowest grade of pay has been Rs. 6, but from the present year the pay of that grade will be increased to Rs. 7, and it is to be hoped that the increase of pay will have a good effect. It cannot be expected that good men can be obtained for pay which is only one rupee a month more than is given to an illiterate chaprasi."

LALITPUR—Secretary, Mr. Greenwood. "The schools which come under the management of the district committee and have been treated in this report are :—

2 tahsili schools.
15 halkabandi schools.
4 ditto aided schools.
1 girls' school at Mahrani.

"The first and second classes of the tahsili and halkabandi schools form the middle class, and the other classes the primary schools.

"Thus there are three middle schools this year, the same number as was reported last year.

"The girls' school at Mehrani was unfavorably reported on last year and was allowed time to improve, but it did not improve, nor appear fit to be kept up any longer, and was done away with in January last.

"The increase of one aided school is due to the fact that the halkabandi school at Saidpur was abolished this year owing to the utter indifference of the inhabitants of the village, who have little or no taste for learning and encourage the non-attendance of their children.

"A new aided school was started at mauza Jajhamau at the request of the villagers.

"Some improvement in enrolment and average daily attendance is shown this year.

"The increase in expenditure is owing to the fact that the registers, prize-books, and maps had to be purchased for almost all the schools.

"The expenditure under the head of 'repairs' is nearly the same as last year.

"Mr. W. J. Greenwood, Extra Assistant Commissioner, held the office of Secretary during the year as in 1880-81. He, being the officer in charge of the treasury, could not go on tour to visit the schools, but Mr. R. H. Story, Assistant Commissioner,

inspected many of the schools in the parganas under him, and extracts of his diaries were sent by the President of the committee for the information of the committee, and the necessary orders were issued on the points noted.

"The permanent incumbent, Munshi Nawazish Husain, returned from one and a half year's furlough and relieved Munshi Sri Narain, the late Officiating Deputy Inspector of Schools, on the 1st February, 1882.

"The schools for secondary instruction are two tahsili and one halkabandi school at Maraura.

"The committee regrets to say that, though six boys were sent up for the middle class vernacular examinaton this year, unfortunately they received the Urdu question papers instead of Hindi ones, and consequently they were left unexamined.*

"The Lalitpur zila school sent up 3 boys for the middle class anglo-vernacular Examination for 1881 and all passed, and one of them, Sital Parshad, obtained a Government scholarship of Rs. 4 per mensem.

"The number of primary schools is the same as in the year preceding: the only change was that one of the halkabandi schools was abolished and an aided school at Jajhamau opened.

"The memo. appended in the margin gives the number of passed boys from these institutions. The percentage of passed students is more than in the previous year, and this average the committee considers is entirely due to the exertions of Munshi Sri Narain, for which he deserves credit.

Year.	*Upper primary.*		*Lower primary.*	
	Sent up	Passed	Sent up.	Passed.
1880-81	112	20	634	37
1881-82	82	21	90	31

Rs. 3 a month, or Rs. 36 a year were awarded as scholarship to boys of halkabandi schools sent to the two tahsili schools—Mehrani and Talbehat. No students were employed in any Government office during the year 1881-82."

KUMAUN—Secretary, Major Garstin.—"There is a considerable decrease in the attendance during the year under report as compared with 1880-81. I am informed that the chief cause of this was sickness amongst people and cattle. This no doubt may have had something to say to it. I was not in charge of the district during the year under report, but I should say that one chief cause was the changes made in the status of the halkabandi teachers. All such changes must affect these schools for a time, but I hope during the current year matters may improve.

"I am unable, from the fact that I have had no personal knowledge of what has been going on during the past year, to write a more detailed report."

GARHWÁL.—Secretary, Colonel Fisher.—"During the year under review there were altogether 46 boys' schools at work as in the previous year. The number of scholars on the rolls has, however, decreased from 2,515 on 31st March, 1881, to 2,451 on the 31st March, 1882. Of the latter number 223 belonged to the upper and 2,228 to the lower division. It is satisfactory to note that of the boys in the upper division 20, and of those in the lower division 93, or a total in both divisions of 113 boys, were learning English, as compared with only 77 in the previous year and 112 in 1879-80. As English is only taught in the aided schools, it will be readily admitted that Garhwál is much indebted to these institutions, entirely under Mission management, for enabling boys to acquire a knowledge of this language, without which, in these times, no scholar can aspire to the higher offices under Government. The committee, however, recognize fully the advantages of primary vernacular education to the masses, and no opportunity is lost of impressing its importance on the people. The classification according to races or creed of the scholars shows that the great majority of them are Hindus, there being in addition only 26 Native Christians, six Muhammadans, and 42 of other classes. The total cost to Government under all heads for year under review is Rs. 6,725, of which Rs. 3,327 appertains to provincial grants and Rs. 3,398 to local cesses. Beyond this Rs. 157-14-0 was realized from fee income, and Rs. 1,292-3-0 represents the cost incurred by the Chapra Mission in carrying on the aided schools. The cost to Government per scholar in the middle class aided (English) school is Rs. 36-15-0, and in middle class (vernacular) Rs. 10. In the primary class aided (English) the cost is Rs. 37-2-0, and in the primary class (vernacular) Re. 1. The committee do not clearly understand why in the aided institutions, where English is taught, the cost per scholar should be somewhat higher in the primary than in the middle class school. The results under the head 'number passed' is not satisfactory. None of the schools in Garhwál have succeeded in passing a single boy for the 'middle school examination,' though this is one of the conditions attached to the existence of the tahsili school. There was certainly an outbreak of cholera last year from May to July, which affected attendance and closed some of the schools; but the Inspector of the division, with his usual energy, has, during his recent tour, looked into this matter and has made judicious changes in the teaching staff and the locale of the schools.

* The Inspector's faulty mode of drawing up his list of candidates caused this mistake.—R. G.

He also wishes a portion of the assignment for scholarships to be made over for encouragement of boys studying at tahsíli schools, instead of, as hitherto, only to boys studying at Chapra. The proposal is still under consideration.

"There were five girls' schools open during the year under report, of which one was aided and four halkabandi, the same as in the previous year. The roll of attendance of scholars shows 13 girls in the upper and 143 in the lower division, or a total of 156 girls, as compared with 231 in 1880-81—a decrease for the year under review of 75 girls. Last year the committee noted in their annual report that the people are not very enthusiastic here in the cause of female education, and they are by nature so suspicious that it is difficult to put on pressure. The committee can only hope that the educated Garhwáli of the future will look out for an educated wife, and thus create a demand for females who can at least read and write. It will be seen that of the 41 girls in the aided schools only two were Hindus, two belonged to other classes, and the remaining 37 were Native Christians. The total cost to Government was from provincial revenues Rs. 916, and from other sources the money expended amounted to Rs. 551, or a total expenditure of Rs. 1,467. The total cost per scholar was in the aided schools, for middle class Rs. 61-14-0 and for the primary class Rs. 72-15-0; the cost to Government being Rs. 24-5-0 and Rs. 34-5-0 respectively. Here again it will be observed that primary instruction appears to cost more than middle class. In the halkabandi schools the total cost per scholar is only Rs. 4."

TARÁI.—Secretary, Mr. Hewett.—"The numbers on the rolls are slightly above those of 1880-81, but owing to the difficulty of obtaining teachers two schools had to remain closed for some time.

"The committee is of opinion that some re-arrangement of the halkabandi is necessary, and a sub-committee has been appointed to report. It is thought that if the status of the central school at Káshipur be raised, it will be possible to do away with the halkabandi schools close to the town, and that the committee will then be able to raise the salaries of the teachers of the remaining schools. At present most of the patwáris are better paid than the school teachers, and the latter do not look upon their posts as worth holding for long. The result is that the committee have to fall back on mere boys who have just passed their examinations and who are quite unfitted to teach.

"I have personally visited nearly all the schools, and the best halkabandi schools are those of Jaspur, Dhakia, Raipur, and Mawadabra. The only boy who passed the middle class vernacular examination this year from the Tarái came from the Jaspur school."

The Commissioner adds:—"Under the decentralization scheme the Káshipur police will be paid by Government, and it is expected that the funds now at the disposal of the municipal committee will enable them to improve their schools. Every effort should be made in Káshipur to improve the position of teachers, so as to secure suitable men, because these halkabandi schools are the only means of imparting education outside the town."

I have received reports from the Deputy Commissioners of two districts in Oudh; but as the schools recently made over to committees were under the management of the Inspector during the past year, and these reports are altogether based on the information given by the Deputy Inspector, it seems unnecessary to print them here. Next year the Oudh committees' reports on their administration of the schools under their charge will be duly incorporated with the general reports on education.

R. GRIFFITH.

ORDERS OF GOVERNMENT.

No. 257 of 1882.

FROM

THE OFFG. SECRETARY TO GOVERNMENT,
N.-W. PROVINCES AND OUDH,

TO

THE DIRECTOR OF PUBLIC INSTRUCTION,
N.-W. PROVINCES AND OUDH.

DATED NAINI TAL, THE 9TH OCTOBER, 1882.

SIR,

EDUCATIONAL DEPT.

I AM directed to acknowledge the receipt of your report on Public Instruction in the North-Western Provinces and Oudh for the year ending 31st March, 1882, and to communicate the following remarks and orders thereon. The report is dated 29th June, and was received in this office on the 5th August, the date fixed for its submission being the 1st July.

2. *Paragraphs* 1-10—*Introduction and general summary.*—There were no departmental changes of any importance during the year.

3. The leading statistics of the years 1880-81 and 1881-82 are summarised in the following table :—

	Number of schools.		Number of students.		Expenditure on instruction, exclusive of direction, inspection, buildings, and miscellaneous.						Percentage of total State expenditure devoted to each class of school.		Cost of educating each pupil in 1881-82.	
					1880-81.			1881-82.						
	1880-81.	1881-82.	1880-81.	1881-82.	State.	From other sources.	Total.	State.	From other sources.	Total.	1880-81.	1881-82.	Total cost.	Cost to Government.
I.—Government schools.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs. a. p.	Rs. a. p.
Colleges ...	4	4	590	599	1,08,006	34,996	1,43,002	1,01,808	37,420	1,39,228	8·94	8·60	272 15 11	199 9 11
High and middle,	559	522	5,972	6,489	2,25,352	26,685	2,52,037	2,20,676	26,818	2,47,494	16·66	18·63	49 13 9	44 7 4
Lower ...	5,615	5,561	198,093	197,060	6,41,438	69,429	7,10,867	6,24,944	72,366	6,97,310	53·10	52·77	4 9 4	4 1 9
Special ...	22	19	410	345	53,834	446	54,280	54,744	423	55,197	4·46	4·63	174 10 9	173 5 4
II.—Aided schools.														
Colleges ...	6	6	283	318	22,330	38,178	60,508	21,848	38,900	60,748	1·85	1·84	278 10 6	100 3 6
High and middle,	84	87	3,086	3,224	73,216	1,41,025	2,14,241	70,452	1,29,307	1,99,759	6·06	5·95	77 14 9	27 7 8
Lower ...	262	270	15,484	16,091	81,142	1,37,526	2,18,668	86,527	1,41,493	2,28,020	6·71	7·31	17 14 10	6 12 10
Special ...	3	5	196	241	2,640	4,370	7,010	3 168	5,603	8,771	·22	·27	45 10 11	16 8 0
III.—Private schools.														
Colleges ...	1	1	15	20	...	4,710	4,710	...	2,014	2,014	...	...	154 14 9	...
High and middle,	3	5	42	50	...	1,125	1,125	...	2,415	2,415	...	...	75 7 6	...
Lower ...	36	41	1,232	1,159	...	9,507	9,507	...	10,480	10,480	...	...	11 3 9	...
Total ...	6,595	6,521	225,403	225,596	12,07,958	4,67,997	16,75,955	11,84,197	4,67 232	16,51,486	100·	100·	...	...

In 1881-82 the number of schools of all kinds shows a decrease of 74, while the number of students on the rolls was 225,596 compared with 225,403 in 1880-81, or an increase of 193. You remark that though recovery from the effects of the great fever epidemic of 1879, which diminished by some 20,000 the number of registered pupils, is and still must be slow, the increase in the daily average attendance, which is a more important criterion of the condition of the schools than the numbers.

enrolled, is fairly satisfactory and encouraging, the attendance having risen from 172,232 in 1880-81 to 174,480 in 1881-82. Still, as the year was on the whole a fairly prosperous one for the people, it is somewhat disappointing that the number of pupils in 1881-82 did not more nearly reach the figures of the years before 1879, and that the increase on the numbers of 1880-81 was so small.

4. The receipts and expenditure of 1880-81 and 1881-82 were as follows :—

Receipts.	1880-81. Rs.	1881-82. Rs.	Expenditure.	1880-81. Rs.	1881-82. Rs.
Municipal grants ...	52,401	52,069	Direction ...	34,461	35,540
Subscriptions and donations ...	1,94,573	1,96,671	Inspection ...	2,05,731	2,15,915
Fees	1,46,849	1,62,175	Instruction, including grants-in-aid,	16,75,955	16,51,436
Endowments ...	75,867	1,18,891	Building grants ...	10,900	79,547
			Miscellaneous, including scholarships ...	48,886	72,994
Total ...	4,69,690	5,29,806	Total ..	19,75,933	20,55,432

Of the total expenditure of 1881-82 the details were these :—

	Rs.
State expenditure	15,25,626
From other sources	5,29,806

the amount under the former head in 1880-81 having been Rs. 15,06,243. The increase of fee receipts is, as remarked by you, encouraging, and the variations under the different items of receipt and expenditure, as explained by you, call for no comment. You compare the proportions of State expenditure devoted in these provinces to University, secondary, and primary education with the corresponding proportions in other provinces as follows:—

	University.	*Secondary.*	*Primary.*
Bengal	26·7	33·7	29·1
Bombay	20·	29·	39·1
Punjáb	9·8	28·5	47·8
North-Western Provinces and Oudh	8·60	18·63	52·77
Central Provinces... ...	2·8	22·8	66·7

The figures do not perhaps admit of exact comparison, not being apparently for the same year; but as far as they go, they show that, as compared with higher education, primary education in these provinces receives a large share of the State expenditure, the amount spent on it by this Government being apparently greater in proportion to the total expenditure on public instruction than that spent by any of the other Governments named by you, except the Central Provinces.

5. The work of the year, as tested by the result of the University examinations in Art is shown in the table below:—

Examination.	Number of candidates.		Number passed.		Percentage passed.	
	1880-81.	1881-82.	1880-81.	1881-82.	1880-81.	1881-82.
Entrance ...	425	442	270	190	63·5	42 9
F.A. ...	91	82	48	42	52·7	51·2
B.A. ...	41	38	22	8	53·6	21·0
M.A. ...	8	7	7	4	87·5	57·1

Although teachers and pupils may not be altogether responsible for this result, the return for 1881-82 can hardly be pronounced satisfactory, more especially as regards the Entrance and B. A. examinations, the numbers passed in which show a great falling off by comparison with those of 1880-81. You assign no special reasons for the falling off, but you mention that middle schools, both English and vernacular, have shown signs of decided improvement in 1881-82, since in the middle-class anglo-vernacular examination 274 passed out of 889 candidates, as against 174 out of 883 in the preceding year, while in the middle-class vernacular examination 514 candidates passed out of 1,308, as against 348 out of 1,211 in 1880-81. The comparative failure in the University examinations of 1881-82 has not been confined to one or two colleges and schools, or even, except in the Entrance examination, to these provinces; so that the inference may not unfairly be drawn that it was not altogether due to want of effort or skill on the part of professors and masters in imparting instruction, or to deficiency of ability and diligence in the students. The Lieutenant-Governor is willing to accept your conclusion, that though the past year has not been one of uniform success and you can record no rapid or striking advance or improvement in public instruction, still you believe that a fair year's work has been done and that in some important points considerable progress has been made; while, at the same time, it is not possible to draw any safe inferences from the statistics of a single year. But there is nevertheless ample room for progress, in regard to both the numbers of pupils and the tuitional results as ascertained by the examinations; and it is hoped that the Educational Department of these provinces will spare no pains to recover the ground temporarily lost, and that the returns of future years will show a steady and permanent improvement.

6. *Paragraphs* 11-12—*Controlling agencies.*—The system of departmental control remained unchanged during the year under report. The Inspectors made their usual tours in the camping season, visited and examined all Government and aided high and middle schools, English and vernacular, and tested as many of the primary schools as they could visit or assemble. In the North-Western Provinces the Government middle and primary vernacular schools were under the immediate control of district committees, and were administered chiefly through the Deputy Inspectors as their executive officers. The duties of Inspectors in regard to these schools were limited to visitation, examination, suggestion, and report. You mentioned last year that the transfer of the management of these schools to district school committees had greatly lightened the work of the Inspectors in the North-Western Provinces, and you were asked to

consider whether the services of these officers could not be further utilised in some other direction in connection with public instruction. The subject has not been alluded to in your present report, but the Lieutenant-Governor would wish to be informed that you have satisfied yourself that the time of the Inspectors is fully employed in carrying out purposes for which the Department exists. The satisfactory manner in which the Deputy Inspectors and Sub-Deputy Inspectors are reported to have performed their duties is gratifying, as it is on them that the efficiency and good administration of middle-class vernacular and primary schools to a great extent depends. In Oudh middle and primary schools remained during 1881-82 under the immediate supervision and control of the Inspector and his staff. But under the new scheme for local self-government, the powers of district and municipal boards have recently been much extended, and the system of administration, as laid down in Resolution No. 5, dated 14th March, 1882, has been made uniform for both provinces. The future administration of the great bulk of the schools in these provinces will be regulated on the system therein sketched, and their management will rest, altogether or in a great measure, with district and municipal boards. In Oudh the change of system will be considerable, and the transition will require to be arranged with some care ; while much will depend upon the constitution and activity of the local boards. The Lieutenant-Governor sees good ground for anticipating that where these bodies effectively represent the wants and interests of the community, with which they are thoroughly acquainted, the influence that they will exercise, their sense of responsibility, and the supervision they will be able to maintain over teachers and pupils, will greatly promote the spread and development of popular instruction. Hitherto the degree to which the committees have aided State education has been somewhat doubtful, and has certainly varied much in different parts of the country ; but, as far at least as regards primary education, it seems certain that without the real and sustained co-operation of the intelligent and well-to-do classes of the native community, the exertion of a State Department can have but little effect on the immense population of these provinces.

7. *Paragraphs* 13-41—*University education.*—As was the case last year, there were during 1881-82 eleven institutions for University education and its equivalent, namely ;—the English Government Colleges at Agra, Allahabad, and Benares ; the Canning College and the Muhammadan Anglo-Oriental College at Aligarh, both aided by Government ; the unaided College Department of the London Mission High School at Benares; the Oriental Departments of the Government College at Benares, and of the aided Colleges at Lucknow and Aligarh ; and the Law classes at Allahabad and Lucknow. Eight hundred and eighty-eight students were on the rolls on the 31st March, 1881, and the total number of students on the rolls on the 31st March, 1882, was 937, of whom 172 were in the English Government Colleges, 157 in aided and 20 in unaided English Colleges, 427 were in the Government Sanscrit College at Benares, 130 in aided Oriental Colleges, and 31 in the aided Law Colleges. The average number on the rolls during the year was 850, and the average daily attendance 741. The classification of the students

according to race and creed was as follows :—Europeans and Eurasians 2, Native Christians 8, Hindus 814, Muhammadans 113. Taking the total of all the students at all the colleges, 397 were engaged in learning English, 41 in learning the vernacular (Urdu and Hindi), 3 in learning Latin, 64 Arabic, 159 Persian, and 530 Sanscrit. The total cost of all the colleges was Rs. 2,01,990, of which Rs. 1,23,656 was met from provincial revenues, Rs. 51,207 from endowments, Rs. 11,058 from fees, and Rs. 16,069 from other sources. The total cost of educating each student and the cost of their education to Government, compared with the preceding year, are shown in the table below:—

		Total cost.	Cost to Government.
		Rs. a. p.	Rs. a. p.
Government English Colleges ...	1881-82	862 2 1	607 12 2
	1880-81	1,035 5 1	759 15 1
Aided English Colleges	1881-82	366 8 0	131 2 7
	1880-81	426 10 7	155 12 11
Unaided English Colleges	1881-82	154 14 9	...
	1880-81	428 2 11	...
Government Sanscrit College ...	1881-82	36 11 1	35 14 9
	1880-81	35 12 6	35 6 8
Aided Oriental Colleges	1881-82	108 4 6	41 3 11
	1880-81	115 12 11	43 7 1
Aided Law Colleges	1881-82	557 10 0	192 14 0
	1880-81	212 5 2	80 4 10
Total average cost ...	1881-82	272 9 5	166 14 0
	1880-81	311 3 9	194 13 1

There was thus a material diminution in the average cost to the State of education in the English Government Colleges. It took place chiefly in the Allahabad College, where the average daily attendance of students was 23 per cent. greater than in 1880-81, and at the Agra College where the attendance was 20 per cent. greater, and the expenditure from unendowed Government revenues was 25 per cent. less, than in 1880-81. The results of the University examinations for each college are fully noticed by you. Placed alongside of those for the preceding year, with which as already remarked they do not as a whole compare favourably, they may be summed up as follows:—

Nature of examination.		*Number of examinees.*		*Number passed.*		*Percentage of passed scholars on total number on rolls at beginning of the year.*	
		Government Colleges.	Other Colleges.	Government Colleges.	Other Colleges.	Government Colleges.	Other Colleges.
Master of Arts ...	1881-82 ...	6	1	4	...	66·6	...
	1880-81 ...	4	4	4	3	100·	75·
Bachelor of Arts,	1881-82 ...	27	11	5	3	18·5	27·2
	1880-81 ...	29	12	15	7	51·7	58·3
First Arts ...	1881-82 ...	36	46	20	22	55·5	47·8
	1880-81 ...	36	55	21	27	58·3	49·1
Bachelor of Law,	1881-82 ...	3	3	2	...	66·6	...
	1880-81 ...	...	5	...	2	...	40·

The students of the Muir College, Allahabad, again did well in the examinations, 4 out of 6 candidates having passed M.A., 5 out of 13 B.A., and 7 out of 10 the F.A. examination. Mr. Deighton again gives an unfavourable and desponding account of the state of the Agra

College, which has certainly not prospered under its present management. The time has come for trying a change of system; and it is hoped that the arrangements that, in consequence of the re-consideration of the question of its abolition by the Government of India, are about to be made for giving to the college a new constitution, will revive its reputation and extend materially its sphere of utility. The interest already shown in the matter, and the praiseworthy exertions of some enlightened and experienced native gentlemen, are fully appreciated, and will be recorded by the Local Government. The Benares Sanscrit College continues to flourish, the results of the examinations of 1881-82 having been very creditable to the students. The Canning College, which has special advantages among the aided colleges, has on the whole maintained its high position, and the general progress made by the Muhammadan Anglo-Oriental College at Aligarh continues to reflect much credit upon its public-spirited managers and supporters.

8. *Paragraphs* 42-48—*Secondary instruction.*—This is given in high and middle schools, English and vernacular, English high schools being tested by the Entrance examination of the University, and middle schools, English and vernacular, by the departmental middle-class examinations. The number of these schools and the attendance at them during the year is shown in the table below, the corresponding figures for 1880-81 being also given:—

Boys' schools.		Schools.	Attendance.
(*a*) *English*—			
Government ...	1881-82	67	2,927
	1880-81	65	2,680
Aided ...	1881-82	67	2,635
	1880-81	67	2,535
Unaided ...	1881-82	5	50
	1880-81	3	42
(*b*) *Vernacular*—			
Government ...	1881-82	455	3,562
	1880-81	494	3,292
Aided ...	1881-82	7	241
	1880-81	5	203
Total ...	1881-82	601	9,415
	1880-81	634	8,752
Girls' schools.			
English, aided, ...	1881-82	12	342
	1880-81	12	348
Vernacular, aided,	1881-82	1	6
	1880-81	...	...
Total ...	1881-82	13	348
	1880-81	12	348

The number of schools for boys has fallen from 674 in 1879-80 and 634 in 1880-81 to 601 in the year under report. You explain that the decrease in the Government schools is due to the reduction, which might with advantage be carried further, of ambitious halkabandi schools to the lower class from which they had been unnecessarily and prematurely raised. It is satisfactory, on the other hand, that the number of pupils in boys' schools has risen from 8,752 in 1880-81

to 9,415, of whom 1,695 were attending high schools, and 7,720 middle schools. The average number on the rolls during the year of report was 8,660, and the average daily attendance 7,235. The classification according to race and creed of the pupils was as follows:— Europeans and Eurasians 237, Native Christians 173, Hindus 7,307, Muhammadans 1,689, others 9. Of the pupils in these boys' schools, 5,585 were learning English, 5,731 vernacular, 227 Latin, 165 Arabic, 4,307 Persian, and 990 Sanscrit. In the girls' schools 74 pupils attended the high schools and 274 the middle schools; while the average number on the rolls during the year was 354, and the average daily attendance 324. Of the pupils, 267 were Europeans and Eurasians, and 81 Native Christians; and 346 of them were learning English, 96 vernacular, 60 Latin, and 55 Persian. The total expenditure on boys' schools was Rs. 4,14,075, of which Rs. 2,65,097 was contributed by provincial revenues, Rs. 17,845 by local rates or cesses, while Rs. 15,613 was derived from endowments, Rs. 9,544 from municipal grants, Rs. 47,731 from fees, and Rs. 58,245 from other sources. The total expenditure on girls' schools was Rs. 35,593, of which Rs. 8,186 was derived from provincial revenues, Rs. 186 from endowments, Rs. 239 from municipal grants, Rs. 16,925 from fees, and Rs. 10,057 from other sources. The cost of educating each pupil, as compared with the preceding year, was in :—

		Total cost.	Cost to Government.
		Rs. a. p.	Rs. a. p.
Boys' schools			
Government English schools	1881-82	83 11 7	73 15 2
	1880-81	94 8 11	83 9 1
Aided English schools	1881-82	78 11 5	29 19 1
	1880-81	84 4 5	31 3 8
Unaided English schools	1881-82	75 7 6	...
	1880-81	44 6 10	...
Government vernacular schools ...	1881-82	21 9 9	19 13 7
	1880-81	22 3 10	20 10 3
Aided vernacular schools	1881-82	17 5 11	7 9 7
	1880-81	16 1 9	6 13 0
Girls' schools.			
Aided English schools	1881-82	110 9 4	25 3 5
	1880-81	134 3 0	29 11 5
Aided vernacular schools	1881-82	71 2 8	28 0 0
	1880-81	...	...

The reduced cost of educating each pupil in the Government schools is satisfactory.

9. The results of the Entrance examination for English high schools are shown below, the totals for 1880-81 being also given:—

	Number of candidates.	Passed.			Total.
		I. Division.	II. Division.	III. Division.	
North-Western Provinces.					
Government schools	159	6	40	26	72
Aided schools	127	5	26	21	52
Unaided schools	36	7	7	...	14
Total ...	322		73	47	138
Oudh.					
Government schools	61	5	19	7	31
Aided schools	40	1	5	6	12
Unaided schools	19	1	5	3	9
Total ..	120	7	29	16	52
Grand Total 1881-82 ...	442	25	102	63	190
1880-81 ...	425	60	159	51	270

These figures are analysed by you in your 44th paragraph, and you remark that in your last report you observed, that the unusually high success of candidates from these provinces for the Entrance examination in 1880 was to be attributed rather to great and sudden reduction of the standard than to any extraordinary improvement in the quality of the candidates or of the instruction which they had received, and that a return to the former standard would be followed by an apparent falling off. Your anticipations have been realised, for, as already shown, the success of candidates at the last examination was exceedingly poor compared with that of 1880-81. The variation in the standard of examination makes it difficult to form an accurate estimate of the progress made during the year. But there can apparently be little question that, irrespective of the variation in the standard of examination, the proficiency of the candidates from these provinces for the Entrance examination of 1881-82 was not on the whole such as it ought to have been. The percentage of successful candidates was 42·72 for the North-Western Provinces, and 43·36 for Oudh, which is lower than that for Bengal and the Central Provinces, and also below the average percentage for all the provinces within the jurisdiction of the University, namely, 47·97, while in some of the schools of the North-Western Provinces and Oudh—notably Bareilly, Agra, Cawnpore, and Rae Bareli among Government schools, and Jai Narayan's College, Benares, Bengalitola Preparatory School, Benares the two schools at Gháziabad, and the Lucknow schools, among aided schools—the failure of the candidates was conspicuous, and served materially to lower the provincial average. The managers and masters of these schools, to whom such a result must have caused much regret and disappointment, will have realised the necessity of exertion to repair this ill-success, and to search for and remedy any defects that may be discoverable. I am to request, also, that you will yourself, in consultation with your Inspectors, enquire into the matter, and endeavour definitely to ascertain how far the variation of results was accidental and temporary. The Government schools in Oudh were somewhat more successful than those of the North-Western Provinces, which, you remark, was the more creditable to them, seeing that the zila schools of Oudh are as a rule less costly than those of the North-Western Provinces. This statement, however, does not appear to be altogether borne out by the figures given in subsidiary Form No. 2, in which the cost of educating each pupil is shown as under :—

	Total cost per pupil.			*Cost to Government.*		
	Rs.	a.	p.	Rs.	a.	p.
North-Western Provinces' Government schools.	77	15	8	67	11	4
Oudh Government schools ...	109	2	3	101	9	3

It would seem from these figures that the cost of education in the English schools of the North-Western Provinces is lower than in similar schools in Oudh. But as both middle and high schools are included in Form No. 2, it is possible that if those schools only that prepare for the Entrance examination are considered, the case may be as stated by you.

10. The results of the departmental middle-class anglo-vernacular examination for the different classes of schools may be abstracted as follows, the totals for 1880-81 being also given :—

	Number of boys examined.	Passed.	Failed.	Details of failure.				Percentage passed.
				English.	Second Language.	History and Geography.	Elementary Mathematics.	
Government high schools, North-Western Provinces and Oudh.	367	121	246	128	121	108	102	32·9
Government middle schools, North-Western Provinces.	96	57	39	22	14	17	10	59·3
Aided high schools, North-Western Provinces and Oudh.	244	51	193	124	116	117	95	20·9
Aided middle schools, North-Western Provinces and Oudh.	79	13	66	34	35	37	36	16·4
Private schools and candidates, North-Western Provinces and Oudh.	103	32	71	42	35	38	39	31·
Total ... 1881-82 ...	889	274	615	350	324	317	282	30·8
Total ... 1880-81 ...	883	172	711	204	337	334	684	19·4

These figures are a decided improvement on those of 1880-81; and you look on them as showing generally that more attention than in preceding years had been devoted to the instruction and training of the third class of high schools and the first class of middle English schools. In 1880-81 the general failure in this examination was ascribed to the fact that in many high schools both masters and pupils are apt to regard the University Entrance examination as the only goal worthy of their serious efforts, and had not exerted themselves to teach and learn thoroughly the subjects of study in the vernacular. The improvement indicated by the returns of 1881-82 is satisfactory, though not a few schools still show a low percentage of passed candidates, and the aided schools generally show a considerably lower percentage of passed candidates than the Government schools. The theft of the examination papers, referred to by you in your 47th paragraph, was an unfortunate occurrence, necessitating as it did the holding of a second examination. You do not mention whether the perpetrators or instigators of the theft were discovered ; but no effort ought to have been spared to trace the offenders, and it is hoped that proper precautions for the safety of the papers will always be taken in future. The acknowledgments of the Government are due to those gentlemen who conducted the examinations in 1881-82 ; and you can refer separately the question of the appointment of a permanent board of paid examiners, which in your opinion has become a necessity, seeing that the labour of examination is becoming year by year more serious and the examinations are of great importance to hundreds of candidates.

11. The results of the middle-class vernacular examination are contained in the following table for the different classes of schools from which candidates were sent up, the totals for 1880-81 being also given :—

Schools.		*Number.*	*Candidates.*	*Passed.*
Government (A.)—				
Tahsíli	... ...	191	730	309
Halkabandi	... ...	151	328	132
Pargana	... ...	41	96	39
Inferior zila	... ...	6	23	10
Anglo-vernacular	... ...	1	1	...
Total	...	390	1,178	490
Aided (B.)	... ...	11	49	7
Indigenous (C.)	... ...	21	74	12
Teachers	... ...	3	7	5
Total	...	35	130	24
Total 1881-82	...	425	1,308	514
Total 1880-81	...	405	1,211	348
Total 1879-80	...	313	829	357

Further details are shown below :—

		Number of candidates in Urdu.			*Number of candidates in Hindi.*			Number examined.	*Number passed in*				Percentage passed.	*Number failed in*					Percentage of failure.	Total number of absentees.	Total number of candidates sent up.
		Muhammadan.	Hindu.	Total.	Muhammadan.	Hindu.	Total.		I. Division.	II. Division.	III. Division.	Total.		Urdu.	Hindi.	History, &c.	Mathematics.	Total.			
A.—Government schools, North-Western Provinces.	1881-82,	150	223	373	22	614	636	1,009	58	226	131	415	41·1	116	191	357	472	1,136	37·5	216	1,225
	1880-81,	139	231	370	17	560	577	947	32	148	124	304	32·1	168	111	358	490	1,127	39·6	113	1,060
A.—Government schools, Oudh.	1881-82,	49	98	147	...	22	22	169	23	35	17	75	44·3	19	8	47	85	157	30·9	25	194
	1880-81,	43	93	136	...	20	20	156	2	10	17	29	19·3	41	3	86	114	244	52·1	21	177
B.—Aided schools, North-Western Provinces and Oudh.		16	16	32	5	12	17	49	1	2	4	7	14·2	7	14	27	40	88	59·8	15	64
C.—Indigenous schools, North-Western Provinces and Oudh.		48	27	75	...	6	6	81	1	12	4	17	20·9	26	4	55	57	142	58·4	57	138
Total, B. and C.	1881-82,	64	43	107	*5	18	23	130	2	14	8	24	18·4	33	16	82	97	230	58·9	72	202
	1880-81,	38	52	90	...	18	18	108	3	5	7	15	13·9	47	8	77	77	209	64·5	38	146

* Christians.

The returns are satisfactory especially in Oudh, showing as they do a very considerable improvement on the previous year. Here also the aided schools as a whole compare unfavourably with the Government schools as regards the percentage of candidates passed by them. The services of the examiners of 1881-82 may be suitably acknowledged by you, and the question of remuneration for future examiners can be referred separately, if necessary. Of the divisions in the North-Western Provinces, Agra was again by far the best, its percentage of passed pupils being as high as 66·2. Of the districts in the North-Western Provinces, Cawnpore sent up most candidates (85), but it passed only 21 ;

while Etáwah did best by passing 41 out of 51 candidates. The only districts from which no candidates passed were Dehra Dún, Lalitpur (from which none went up), and Garhwál. In Oudh the Rae Bareli Division did best, passing 51 per cent. of its candidates, and the Rae Bareli district was also first amongst the districts, passing 15 candidates out of 21. Bahraich was the only district from which no candidates passed. Mathematics was the subject in which candidates chiefly failed, and special attention appears to be required to it. You mention that a higher standard of examination comes into operation this year, and that the certificates will henceforth be a greater distinction and indicate better scholarship. The Lieutenant-Governor attaches much importance to these middle-class anglo-vernacular and vernacular examinations, inasmuch as they not only form the best test of the general state of instruction in the schools of the provinces, but have also been constituted the standard for candidates for employment in the public service. The rules laid down by Government on the latter subject were issued in 1877 ; but they have not hitherto been carried out to the extent contemplated. The attention of officers who have to exercise patronage has recently been again called to the rules, in order that they may in future be more closely adhered to. For it is essential to the efficiency of the public service that those who enter it should have received a fair general education and be possessed of a fair amount of general knowledge ; while it is also right and proper to utilise the Department of Public Instruction in examining candidates for State employ, and in certifying to the competency of those who are qualified.

12. *Paragraphs* 49-239.—These paragraphs contain remarks on the condition of the high and middle schools of the provinces, taken from the reports of the Inspectors, and, when the schools are not under the Inspectors' control, from the reports of the Principal or the Headmaster. It is unnecessary to follow your report in detail through these paragraphs, which show that care and intelligence were exercised by the Inspectors in their supervision of secondary education, and that secondary education is on the whole in a fairly satisfactory condition in the different divisions of the provinces. The following points only seem to call for special notice. I am to direct your attention to the remark recorded regarding the Woodstock School in the Meerut Division, suggesting a modification in the plan of examinations for schools of this kind, a remark that seems worth considering, and I am to ask your opinion upon it. Mr. Deighton reports that though the numbers in the elementary classes of the Agra College school have much increased, he regards it as anything but an encouraging sign ; and as you agree with him, I am to request that measures to be taken for improving the condition of the school may receive special consideration in connection with the scheme for the re-constitution of the college. The munificence and public spirit shown by Munshi Kali Prasada, in founding the Kayasth Patshála at Allahabad with an endowment of Rs. 1,40,000, which has subsequently been increased to Rs. 1,50,000, merits the acknowledgments claimed for it ; and the success that has already attended the institution under the management of a body of independent native gentlemen

promises well for its further usefulness. The Moradabad middle English school appears to have done remarkably well in the examinations of the year, and the state of the similar school at Sháhjahánpur seems to be very commendable. At Hamírpur the local funds middle schools evidently require looking after; and there is something wrong, needing your early attention, about the administration of the school at Rae Bareli. The preference shown by wealthy landlords who have founded private schools in Oudh, for anglo-vernacular schools rather than for oriental or purely vernacular schools, may be perhaps taken as evidence of the conviction that a knowledge of English has now become in a manner necessary to them for the transaction of official business and is in every day life more useful than a knowledge of the classical languages of the East. The decay of the native industries in certain towns of Oudh is said to hinder the progress of middle-class education, owing to the impoverishment of the classes from which pupils might be expected to come. The Inspector seems in doubt whether this state of things can be remedied; but the Lieutenant-Governor observes with satisfaction that, besides warning teachers against neglect or apathy, he has taken the more practical and effective step of opening a normal school at Lucknow with the object of securing a more efficient class of teachers for such schools.

13. *Paragraphs* 240-314 *and extracts from, and reviews of, the reports of the district school committees, North-Western Provinces, and the Inspector of Schools, Oudh—Primary instruction.*—The following comparative statement shows the number of primary schools and the attendance at them during 1881-82 and the preceding year in the North-Western Provinces and Oudh :—

	North-Western Provinces.				*Oudh.*			
	Number of schools.		Attendance.		Number of schools.		Attendance.	
	1880-81.	1881-82.	1880-81.	1881-82.	1880-81	1881-82.	1880-81.	1881-82.
Boys' schools.								
English.								
Government	38	41	3,394	3,992	24	31	1,701	2,327
Aided	60	59	6,390	6,228	13	15	1,547	1,917
Unaided	10	10	284	286	3	3	208	144
Vernacular.								
Government	4,183	4,127	143,246	141,799	1,210	1,202	45,995	45,255
Aided	10	48	2,125	2,353	9	8	415	378
Unaided	10	10	237	221	10	8	361	266
Total ...	4,341	4,295	155,676	154,879	1,269	1,267	50,227	50,287
Girls' schools.								
English.								
Government	...	...	...	...	...	...	...	...
Aided	12	13	905	964	5	5	429	468
Unaided	...	...	...	...	...	...	...	...
Vernacular.								
Government	111	110	2,600	2,532	49	50	1,157	1,155
Aided	100	106	3,085	3,331	15	16	395	449
Unaided	6	5	205	124	5	5	130	118
Total ...	229	234	6,795	6,951	74	76	2,111	2,190
Grand Total ...	4,570	4,529	162,471	161,833	1,343	1,343	52,338	52,477

The attendance at Government English lower schools for boys, both in the North-Western Provinces and Oudh, slightly increased; but in the vernacular lower schools there was a falling off of 1,447 pupils in the North-Western Provinces and of 740 in Oudh. The decrease is chiefly attributed to stricter registration, which removed from the rolls the names of boys whose attendance was irregular and to the closing of badly attended schools, so that the decrease may represent rather an increase in efficiency than the reverse. The total number of pupils in primary schools of all kinds for boys on the 31st March, 1882, was 205,166, as compared with 205,903 on the 31st March, 1881; and the average daily attendance in 1881-82 was 158,313, as against 156,748 in 1880-81. Of the pupils, 801 were Europeans and Eurasians, 1,344 Native Christians, 170,748 Hindus, 32,128 Muhammadans, and 145 of other classes; and 12,784 of them were learning English, 202,487 a vernacular language, 5 Latin, 132 Arabic, 16,091 Persian, and 662 Sanskrit. The total expenditure on the schools was Rs. 8,33,001, of which Rs. 1,68,238 was met from provincial revenues, Rs. 4,99,424 from local rates or cesses, Rs. 12,267 from endowments, Rs. 67,184 from fees, Rs. 35,650 from municipal grants, and Rs. 50,238 from other sources. The total annual cost of educating each pupil was Rs. 5-4-2, and the cost to Government was Rs. 4-3-5. The total number of pupils in primary schools of all kinds for girls on the 31st March, 1882, was 9,144, compared with 8,906 on the 31st March, 1881; and the average daily attendance in 1881-82 was 7,359, as against 7,015 in 1880-81. Of the pupils, 332 were Europeans and Eurasians, 1,266 Native Christians, 4,668 Hindus, 2,852 Muhammadans, and 26 of other classes. On the 31st March, 1882, 893 pupils were learning English, 8,698 vernacular, 43 Arabic, and 47 Persian. The total expenditure on the girls' schools was Rs. 1,02,809, of which Rs. 40,627 was met from provincial revenues, Rs. 3,182 from local rates or cesses, Rs. 1,212 from endowments, Rs. 18,553 from fees, Rs. 2,811 from municipal grants, and Rs. 36,424 from other sources. The total annual cost of educating each pupil was Rs. 13-15-6, and the cost to Government Rs. 5-15-3.

14. It is to be regretted that elementary teaching through schools supported or aided by the State has as yet reached so comparatively small a proportion of the population; but difficulties and obstacles of many kinds have necessarily made progress very slow in these provinces. The progress of elementary instruction is by no means a simple question of allotting more public money or of redoubled exertions by the limited departmental staff; the state of society, and the economic condition of the working classes, are against speedy and substantial success. But the whole subject of the present system of primary education in these provinces, and of the best and most practicable means of improving and expanding it, is now under inquiry by a special commission, which is collecting information and opinion of every kind and from every quarter; so that any attempt to deal with the subject in this review would be premature.

15. The results of the upper and lower primary examinations by which the condition of the primary schools is tested are shown in the table below :—

	North-Western Provinces.				Oudh.			
	Number of pupils.	Passed.		Percentage of passed out of total number of pupils.	Number of pupils.	Passed.		Percentage of passed out of total number of pupils.
		Upper.	Lower.			Upper.	Lower.	
Boys' schools.								
English ... 1880 81...	10,068	1,096	1,260	23·40	3,456	207	336	15 71
English ... 1881-82...	10,506	1,097	1,301	22·82	4,388	205	455	15·04
Vernacular ... 1880-81...	145,608	5,054	12,728	12·21	46,771	1,210	2,110	7 09
Vernacular ... 1881-82...	144,373	3,698	10,485	9·82	45,899	1,627	2,593	9·18
Total ... 1880-81...	155,676	6,150	13,988	12·94	50,227	1,417	2,446	7·69
Total ... 1881-82...	154,879	4,795	11,786	10·70	50,287	1,832	3,048	9·70
Girls' schools.								
English ... 1880-81...	905	59	125	20 33	429	18	16	7·92
English ... 1881-82...	964	51	104	16 08	468	11	31	8 97
Vernacular ... 1880-81...	5,890	46	261	5·21	1,682	32	118	8·92
Vernacular ... 1881-82...	5,990	35	275	5·17	1,722	32	22	3·14
Total ... 1880-81...	6,795	105	386	7·22	2,111	50	134	8·71
Total ... 1881-82...	6,954	86	379	6 68	2,190	43	53	4·39

In 1880-81, 7,567 boys passed the upper test, as compared with 6,627 in the year under report, and 16,434 passed the lower test, as against 14,834 in 1880-81. One hundred and twenty-nine girls passed the upper test, and 432 the lower test in the year under report, as compared with 155 and 520 respectively in 1880-81. The figures for 1881-82 do not seem favourable as compared with those of the preceding year, but it is explained that the standard in the former year was raised.

16. You have extracted or summarised the reports made by the different Inspectors regarding primary education in their divisions, and the Lieutenant-Governor leaves it to you to issue orders on such matters referred to in these reports (for example, the state of the primary schools in the Fatehpur and Mainpuri districts) as may seem to call for special notice. The Lieutenant-Governor notices with pleasure that in the Agra district the improvement of the primary schools is attributed to the care and judicious superintendence of Munshi Pran Sukh, the Deputy Inspector. The primary schools in Oudh have as usual been very fully reported on by the Inspector, under whose immediate charge they were during 1881-82, and by whom and whose Assistant and Deputy Inspectors the schools were thoroughly inspected during the year. The combined or general results of vernacular teaching in primary boys' schools for the whole of Oudh (as far at least as Government schools are concerned) are summed up by the Inspector as follows:—" Out of a grand total of 1,202 schools or sections, 150 (or 12·5 per cent.) were beneath the examination stage, that is, they had no class so high as the fifth which they could send to the centre allotted to them. The only classes which such schools could boast of were the seventh or seventh *plus* the sixth. One thousand and forty-six schools (or 87·5 per cent. of the total) had a fifth or lower primary class which appeared for the examination; and out of

4,835 examinees, 2,580 or 53 per cent. passed in all subjects, while the number who passed in individual subjects was 10,963. Seven hundred and thirty-nine schools had a fourth or middle primary class; and out of 2,601 examinees, 1,085 or 42 per cent. passed in all subjects, while the number who passed in individual subjects was 7,318. Four hundred and sixty-eight schools (or 39 per cent.) had a third or upper primary class, the highest in the village school course, and out of 1,572 examinees, 533 (or 34 per cent.) passed in all subjects, while the number of passmen in individual subjects was 5,389." The centre examinations were partly carried out by the Inspector and Assistant Inspector, but chiefly by the Deputy Inspectors of Schools, whom the Inspector considers fully fitted for the task. Every care was taken that the standard of examination should be made as uniform in the different districts as it could be under the circumstances. There are 50 Government, 16 aided, and 5 unaided primary vernacular schools for girls in Oudh, with a total attendance of 1,722 on the 31st March, 1882, and an average daily attendance of 1,237 during 1881-82. The Government girls' schools are more economically managed, and are more efficient in every respect than the aided girls' schools; and no candidates either from aided or unaided schools passed the upper or lower primary examinations. From the Government schools 22 out of 62 candidates presenting themselves for examination passed the lower primary examination, 25 out of 55 the middle primary examination, and 7 out of 33 the upper primary examination. Almost the only Government schools, however, of whose progress and stability any hope can be formed, are said to be the eleven schools in Lucknow city under the Deputy Inspectress.

17. *Paragraphs* 315-16—*Schools for special or technical training.*—Under this head returns are given for 24 institutions in all, namely, the Medical School at Agra, the six divisional normal schools in the North-Western Provinces and the 12 district normal schools in Oudh, the normal schools for mistresses at Benares in the North-Western Provinces and at Sitapur and Hardoi in Oudh, and the industrial schools at Gorakhpur and Benares in the North-Western Provinces, the last five being aided and the rest Government institutions. The Thomason College for training engineers is not mentioned, because it is not under your department; but this useful institution will soon, it is hoped, be much improved and expanded. On the 31st March, 1882, the total number of scholars at the institutions reported on was 586, of whom 39 were attending the Agra Medical School, 239 the normal schools for masters in the North-Western Provinces, 67 the corresponding schools in Oudh, 89 the normal schools for mistresses, and 152 the industrial schools of Gorakhpur and Benares. Two of the students were Europeans or Eurasians, 237 Native Christians, 274 Hindus, and 70 Muhammadans; and 82 of them were learning English, 537 vernacular, and 15 Persian. The total expenditure was Rs. 63.968, of which Rs. 51,550 was met from provincial revenues, Rs. 6,392 from local rates or cesses, Rs. 613 from endowments, Rs. 724 from fees, and Rs. 4,689 from other sources. The annual cost of educating each student in the different classes of schools was as follows:—

Schools.		Total cost.	Cost to Government.
		Rs. a. p.	Rs. a. p.
Medical School, Agra ...	... ...	474 9 10	467 3 8
Normal schools for masters ...	N.-W. Provinces	133 3 10	132 10 2
	Oudh	71 14 4	71 14 4
Normal schools for mistresses...	N.-W. Provinces	117 14 7	34 14 7
	Oudh	37 3 2	33 9 7
Industrial schools ...	... ...	15 14 7	8 2 11
	Total ...	116 1 6	105 2 6

The changes of the year among these schools were the closing of the Almora normal school at Almora, which had trained more certificated teachers than are likely to be required for some time to come, and the opening of a new school at Allahabad to supply teachers for the division, the school at Benares, which formerly served as the normal school for both divisions, being accordingly reduced in size. All the schools, including the normal school for school-mistresses at Benares, are said to have done fairly good work during the year, and to have sent out an average supply of certificated teachers. The want of really well-qualified and efficient teachers is pressingly felt in almost all districts, and is one of the obstacles to the progress of primary education, so that too much attention cannot be devoted to the normal schools.

18. *Paragraphs* 317-18—*Scholarships—Books.*—The scholarship system has remained unchanged in 1881-82, and you have nothing of importance to record under this head. No change of importance also has been made in the course of study prescribed for colleges and high schools, and the class-books have remained the same, with the exception of the English book prescribed for the Entrance examination. You are averse to the introduction of new English readers until a thoroughly good one compiled expressly for Indian boys can be procured; but improved vernacular school-books are gradually being prepared and introduced. No part of the existing system needs more careful attention, as the suitability of the books at present used has been more than once debated. The Lieutenant-Governor is disposed to agree in your view that we should encourage free trade in books and welcome the time, probably near at hand, when the demand for vernacular school-books will be altogether supplied by private enterprise.

19. *Paragraphs* 321-22—*Employment of students in the public service.*—Seven hundred and thirty-nine students fresh from school or college obtained employment during the past year on salaries varying from Rs. 3 to Rs. 100 per mensem, of whom 574 came from the North-Western Provinces and 165 from Oudh. Six hundred and forty-eight of them entered Government service, and the remainder obtained posts in railway companies and merchants' offices, teacherships in aided and private schools, and tutorships to native gentlemen. Regarding the rules prescribing an educational test for candidates in the public service remarks have been made in a preceding paragraph.

20. *Paragraph* 323.—The Wards' Institution at Benares has been found too expensive for maintenance in its present form, and there are

other points in which it might be improved. The question of its reorganisation is under the consideration of the Board of Revenue as Court of Wards, from whom proposals are expected very shortly.

21. *Paragraphs* 324-26—*Education of European and Eurasian children.*—The result of the deliberations of the Commission appointed to consider this subject has not yet been made known. It has already been decided, however, to establish a large Central Free School for the provinces at Allahabad, plans and estimates for which are under preparation. During 1881-82 Rs. 1,946 was spent by the State in the gratuitous elementary instruction of poor Europeans, as compared with Rs. 1,963 in 1880-81, the average number in attendance at school in the former year being 227 as against 212 in the latter. You state that the great difficulty is to induce parents of this class to avail themselves of the opportunities offered to them for the instruction of their children. In 17 aided boys' schools for European and Eurasian children of a higher class, there were 821 pupils in attendance on the 31st March, 1882, as compared with 893 pupils in the same number of schools on the 31st March, 1881. The expenditure on these schools in the year under report was Rs. 31,968 from grants-in-aid and Rs. 56,074 from private funds, as against Rs. 31,598 and Rs. 47,276 respectively in the preceding year. In six girls' schools of the same class the number of pupils on the rolls on the 31st March, 1882, was 498, as compared with 452 in the same number of schools on the 31st March, 1881; and the expenditure in the year under report was Rs. 16,500 from grants-in-aid and Rs. 33,135 from private funds, as against Rs. 16,500 and Rs. 35,249 respectively in 1880-81. The educational status of all these schools is shown in the general returns, and as a rule they have been favourably reported on by the Inspectors.

22. The Lieutenant-Governor has perused the extracts from, and *resumés* of, the reports of the district school committees in the North-Western Provinces with much interest. No detailed notice of these can be given here, but many of them give a full and on the whole an encouraging account of the progress made in primary and secondary education in the different districts of the North-Western Provinces during the year, the remarks and suggestions contained in some of them are useful and apposite, and they show that the schools have generally been supervised with care and intelligence. Services rendered to education by the District Officers and by the Committees generally are duly noted and appreciated by the Local Government. The inefficiency of teachers, and the smallness of their pay, which is often insufficient to attract or retain good men, are common causes of complaint. The former evil is one which the normal schools ought in time, at least in some degree, to mitigate; the latter evil, to which the former is really in great measure due, can only be met by the appropriation of larger sums to the payment of teachers, though it might perhaps to some extent be arranged for by reducing schools that are poorly attended or otherwise show little or no sign of progress, and appropriating the funds expended upon them to the maintenance of better existing schools. District and municipal boards may be able, under the extended financial powers now given them, to devote larger sums to education; and the payment of sufficient salaries

to school teachers is a question that will doubtless engage their serious attention. The assertion made in some reports that education in primary and secondary Government schools is not fully taken advantage of by the people generally, because subjects that have in their opinion no practical utility are taught or subjects in which they have an interest are not taught in the way they would like, is one which merits your earnest consideration; and is also a question in the discussion and determining of which aid may be anticipated from the counsel and action of district and municipal boards. It is understood that the sanitary and agricultural primers lately compiled will be or have been introduced into schools, thus meeting a want which has frequently been alluded to.

23. To sum up, there would appear to be no features or events that can be pointed to as indicating either special progress or retrogression in public instruction during 1881-82, or as signalising the administration of the Department in any special way. Judged from the statistics given in the report regarding the number of schools and colleges, the attendance of students, the cost of their education to the State, and the results of the examinations, the year 1881-82 seems not to have been an improvement on its predecessor, except perhaps in the matter of the middle-class examinations. The Lieutenant-Governor hopes, however, that, as is asserted or implied throughout the report, the education given in the schools is becoming more efficient, and that the attendance registers are more correctly kept up. The standard of the examination and method of different examiners vary somewhat in different years (which, though it may be inevitable, is to be regretted), so that too much importance need not perhaps be attached to mere examination results as an indubitable index to the state of schools and colleges in all their classes. Nevertheless, the remarks made in paragraph 16 of the Government order on the report for 1880-81 are still in a great measure applicable; and effort, administrative and executive, is still as indispensable as ever in order that the department may fulfil its important functions.

24. In conclusion, I am to request that the acknowledgments of the Government may be communicated to the Principals and Professors of Colleges, Inspectors of Schools, and to the members of the Educational staff generally, for the manner in which their duties have been discharged during the year. The Lieutenant-Governor is aware of the difficulties with which they have to contend, and he believes that valuable work has been done by them. I am also to thank you for your report, in which the administration of the Department and its results during 1881-82, have been clearly and comprehensively described.

I have the honor to be,
SIR,
Your most obedient servant,

J. R. REID,

Offg. Secretary to Government,
N.-W. Provinces and Oudh.

REPORT

ON

PUBLIC INSTRUCTION

IN THE

NORTH-WESTERN PROVINCES AND OUDH,

FOR THE YEAR ENDING 31ST MARCH, 1883.

By R. T. H. GRIFFITH,

Director of Public Instruction, N.-W. P. and Oudh.

ALLAHABAD:

NORTH-WESTERN PROVINCES AND OUDH GOVERNMENT PRESS.

1883.

REPORT

ON

PUBLIC INSTRUCTION IN THE N.-W. P. AND OUDH

For the year ending the 31st March, 1883.

SECTION I.—INTRODUCTION AND GENERAL SUMMARY.

In accordance with the revised rules for the preparation of statistical returns prescribed by the Government of India, all educational institutions are classified as follows:—

(*a*) Government colleges or schools;
(*b*) Aided colleges or schools;
(*c*) Unaided colleges or schools.

But no account is taken in the statistical returns of schools not under regular inspection, *i.e.*, of indigenous or *desi* schools, or of private schools for the education of European, Eurasian, or native children, which receive no aid from Government and are not open to the inspection of its officers.

2. Education is divided into (1) University education and (2) School education. Under the head of University education are comprised Arts colleges and colleges for professional training. Arts colleges are (1) English colleges whose students have all passed the matriculation or entrance examination of the university; and (2) Oriental colleges (Sanskrit and Persi-Arabic) whose students have passed in oriental classics an examination of equal difficulty. Colleges for professional training include colleges or departments of colleges teaching law, medicine, or engineering.

3. School education is (1) general; (2) special and technical training. General education is of two classes—secondary and primary. Under the head of secondary education are included high and middle schools, and schools for primary education are termed primary schools. High schools teach up to the matriculation or entrance examination of the university, or an examination of equal difficulty. Middle schools teach up to the middle school (or middle class) examination. Primary schools teach up to the lower and upper primary school examinations.

4. In the prescribed returns each department or section of a college or school counts as a separate college or school; *e.g.*, the Aided Canning College, Lucknow, counts as three colleges (1) English; (2) Oriental; (3) Law. Similarly the Bareilly High School (with others of the same class) counts as three schools: (1) high; (2) middle; (3) primary, as it is divided into these several sections or departments.

5. On the 31st March, 1883, the total number of pupils on the rolls of colleges and schools of recognized standing—exclusive of indigenous and other private unaided schools which furnish no returns—was 233,073, showing an increase of 7,477 on the returns of 1882.

6. The following table shows the net cost to the State of the Education Department for the year under review:—

	Rs.
Grand total expended	21,72,085
Non-Government contributions	5,85,456
Net Government expenditure	15,86,629

Receipts and expenditure are summarized as follows for the past year and the year preceding it:—

Receipts.	1881-82.	1882-83.	Expenditure.	1881-82.	1882-83.
	Rs.	Rs.		Rs.	Rs.
Municipal grants ...	52,069	54,364	Direction	35,540	36,605
Subscriptions and donations, &c.	1,96,671	2,61,230	Inspection	2,15,915	2,16,614
Fees	1,62,175	1,82,042	Instruction, including grants-in-aid.	16,51,436	17,14,498
Endowments	1,18,891	87,818	Building grants ...	79,547	1,26,208
			Miscellaneous, including scholarships.	72,994	78,160
Total ...	5,29,806	5,85.456	Total ...	20,55,432	21,72,085

7. The following table shows the distribution of the total expenditure on instruction, and the proportions of State expenditure allotted to university, secondary, and primary education. Of the whole State expenditure (including expenditure from local rates) on instruction in Government schools (excluding direction, inspection, scholarships, &c.), lower schools, or primary education, receive 62·4 per cent., high and middle

INTRODUCTION AND GENERAL SUMMARY.

schools, or secondary education, receiving 21·2, and colleges or university education, only 10·5 per cent. The expenditure on primary education is still steadily increasing and keeping pace with the actual wants of the people:—

Classes of institutions.	Government expenditure.	Non-Government expenditure.	Total.	Percentage on total Government expenditure.	Cost of educating each pupil.	
					Total cost.	Cost to Government.
I.—Government schools.	Rs.	Rs.	Rs.		Rs. a. p.	Rs. a. p.
Colleges	1,06,869	36,166	1,43,035	8·81	283 3 7	211 9 9
High and middle	2,13,984	31,804	2,45,788	17·64	47 3 7	41 1 9
Lower	6,30,593	77,429	7,08,022	51·99	4 6 11	3 15 3
Special	58,860	508	59,368	4·85	133 0 3	131 14 1
II.—Aided schools.						
Colleges	24,980	41,336	66,316	2·06	282 6 11	106 6 3
High and middle	85,303	1,34,713	2,20,016	7·03	78 0 2	30 3 11
Lower	88,731	1,55,847	2,44,578	7·32	18 14 1	6 13 7
Special ...	3,480	4,711	8,191	·28	34 4 4	14 8 11
III.—Private schools.						
Colleges	...	5,628	5,628	...	229 11 5	...
High and middle	32	2,736	2,768	...	50 5 3	0 9 3
Lower	254	10,534	10,788	·02	8 9 11	0 3 3
Special	...	...	...	...	...	...
Total ...	12,13,086	5,01,412	17,14,498	100·	9 5 7	6 9 11

8. The following table summarizes the leading statistics of all classes of schools for the past year and compares them with the figures for the year preceding:—

	Number of schools.		Number of students.	
	1881-82.	1882-83.	1881-82.	1882-83.
I.—Government schools.				
Colleges	4	5	599	622
High and middle schools	522	487	6,489	6,843
Lower schools	5,561	5,540	197,060	202,666
Special schools	19	22	345	520
II.—Aided schools.				
Colleges	6	6	318	323
High and middle schools	87	94	3,224	3,763
Lower schools	270	275	16,091	16,393
Special schools	5	3	241	253
III.—Private schools.				
Colleges	1	2	20	28
High and middle schools	5	5	50	88
Lower schools	41	63	1,159	1,574
Special schools	...	...	...	...
Total ...	6,521	6,502	225,576	233,073
Total average attendance ...	...	...	174,480	183,324

Total cost to Government ... { 1881-82 ... Rs. 15,25,626.
1882-83 ... „ 15,86,629.

9. The general results of the university examinations in arts are summarized as under:—

Examination.	Number of candidates.		Number passed.		Percentage passed.	
	1881-82.	1882-83.	1881-82.	1882-83.	1881-82.	1882-83.
Entrance	442	524	190	282	42·9	53·8
F. A.	82	127	42	51	51·2	40·1
B. A.	38	62	8	28	21·0	45·1
M. A.	7	8	4	7	57·1	87·5
Total ...	569	721	244	368	42·8	51·0

INTRODUCTION AND GENERAL SUMMARY

10. The past year has been marked rather by steady and silent improvement in attendance and instruction than by startling and sweeping reform or change. Still the measures adopted for the general extension of local self-government have affected the Education Department and introduced several important administrative alterations. The district school committees of the North-Western Provinces have been superseded by the newly-constituted district boards, which, with wider powers and heavier responsibilities than their predecessors, have been entrusted with the financial and administrative control of village and town schools, and in zila schools, with the management of boarding-houses, scholarships and endowments, and the general financial control of the schools themselves. Similarly, aided schools with some exceptions, have been placed under local control as regards scrutiny of bills, passing of accounts, and general visitation and report. To aid the district boards in their educational work the entire district inspecting staff, represented by Deputy Inspectors, and in some districts by Sub-Deputy Inspectors also, has been transferred to their control, these officers, however, still remaining on the provincial list and being appointed, transferred, and promoted departmentally. The system is now uniform for both provinces, the same authority in educational matters having been given to the district boards that have recently been constituted in Oudh. As regards university education, another step in the same direction of decentralization is the completion of arrangements for the transfer of the Agra College with its school and its endowments to the management of local trustees selected from the leading gentlemen of Agra and the neighbourhood. The experiment is an interesting and important one. There is no reason why the college should not prosper, as Canning College prospers, under a committee of local trustees, provided that the Principal be not only a competent teacher, but also a just and judicious administrator, and that a sensible committee abstain from all unnecessary interference with his work. In the Fyzabad High School college classes have been opened with a fair prospect of success; and at Bareilly a scheme for the partial, if not the complete, restoration of the college has met with local support and has been recommended for the approval and conditional promise of aid which has recently been accorded by the Government. University education has also been encouraged and aided at Aligarh by an extra grant of Rs. 500 per mensem to the college department of the Muhammadan Anglo-Oriental College.

SECTION II.—CONTROLLING AGENCIES.

CONTROLLING AGENCIES.

11. The Director of Public Instruction is responsible to the Government for the general state of education in State schools and the general efficiency of the Department. Immediately under him are the Inspectors of Schools—one in each Revenue Division in the North-Western Provinces, and for Oudh one Inspector and one Assistant Inspector, who is also a graded officer. The Inspectors visit and examine all high and middle schools, English and vernacular, Government and aided, and as many of the primary schools as in their tours they can visit or assemble. They superintend all the zila schools (high and middlle) in their Divisions, and all Government normal schools are under their immediate management. Middle and primary vernacular schools in the North-Western Provinces have for some years been supervised and controlled by district school committees, the duties and powers of Inspectors being confined, as regards these classes of schools, to inspection, examination, suggestion, and report. These committees have now merged in the newly-constituted district boards, which with increased powers and responsibilities are entrusted with the general supervision and management of all primary and middle vernacular schools, with the financial control of zila schools, the superintendence of boarding-houses, and the care of local scholarships and endowments. This system has, since the 1st of April last, been introduced into Oudh also, and the middle and primary schools, which were under the immediate control of the Inspector and his staff, have, in accordance with the orders of the Government, been transferred to the management of the district boards. Deputy Inspectors are now the subordinates of the district boards, but they are still retained on the provincial list and are appointed departmentally. With the exception of the Kumaun Division, which has no officer of this class, each district has a Deputy Inspector, who should be on tour for two-thirds or more of each month—except during vacation time—inspecting and examining the vernacular schools, keeping teachers up to the mark, recommending them for reward or reporting them for punishment, and generally doing all in their power to popularize, extend, and improve vernacular instruction. These Deputy Inspectors are as a rule intelligent, hard-working, honest men. In educational matters they are to the district boards what tahsildars are to Collectors, and they are generally highly spoken of in the annual reports of the committees under which they serve. The Sub-Deputy Inspectors, of whom there is generally one to each district of the North-Western Provinces—Oudh and the districts of Dehra Dún, Pilibhít, Ballia, and Lalitpur having none—are now in all respects subordinate to the district boards, who have the power of appointment and dismissal, subject to the approval of the Director of Public Instruction. Their duties are to be continually on tour, inspecting chiefly the primary vernacular or halkabandi schools, and seeing that the teachers are at their posts and doing their work. These officers sometimes rise to Deputy Inspectorships, but as they are generally

CONTROLLING AGENCIES.

promoted from teacherships in vernacular schools, they do not possess the knowledge of English, which many district boards consider to be a most desirable, if not an indispensable, qualification for a Deputy Inspector. The work of these officers also is generally commended by the district boards, which are now the chief and most powerful controlling agencies. These boards have been active during the past year in superintending and improving the schools committed to their charge and have generally co-operated harmoniously with the departmental officers, who are always ready to give advice, suggestions, and assistance.

12. Mr. Constable, formerly Inspector of the Meerut Division, returned from furlough in November last, and was posted in the same capacity to Benares, Mr. Goulding being confirmed in the Meerut Inspectorship; Mr. Lloyd has remained in charge of the Agra Division ; Mr. Graves, of Rohilkhand ;Mr. Dodd, of Allahabad ; Munshi Sohan Lal, of Jhánsi ; Pandit Buddhiballabh Pant, of Kumaun, and Mr. Nesfield, with the Assistant Inspector, Munshi Durga Prasad, of Oudh. I obtained three months' privilege leave in February last, and Mr. Constable as senior Inspector was appointed to act for me, his place at Benares being temporarily filled by Mr. DeMello, Head-master of the Etáwah High School. Mr. Graves was absent on privilege leave during August, September, and part of October, the current duties of his office being performed, in addition to his own, by Mr. Phillips, Head-master of the Bareilly High School. All the Inspectors were on tour during the whole of the camping season, and in the hot weather and the rains were busy with their reports, the inspection of zila schools, the superintendence of their normal schools, correspondence with district boards, and other miscellaneous office work.

13. There has been no change in the system of control of colleges which have remained under the immediate management of their several Principals. Mr. Deighton, Principal of Agra, was absent on deputation with the Education Commission during a considerable part of the year, and his place was filled by Mr. Thomson, the Professor of English Literature. The Muir Central College and the Benares College have remained under the charge, respectively, of Mr. Harrison and Dr. Thibaut.

UNIVERSITY EDUCATION.

SECTION III.—UNIVERSITY EDUCATION.

14. There are now thirteen colleges or sections of colleges which give what is technically called university education. These are the English Government colleges at Agra, Allahabad, and Benares, and the newly-constituted college department of the Fyzabad High School ; the aided English colleges at Lucknow and Aligarh ; the unaided college department of St. John's, Agra, and of the London Mission College at Benares ; the Oriental departments of the Government college at Benares and of the aided colleges at Lucknow and Alligarh ; and the law classes at Allahabad and Lucknow. Besides these, which are shown in the statistical returns, LaMartinière at Lucknow teaches beyond the entrance examination and prepares matriculated students for the engineering and medical colleges. The Thomason Engineering College at Roorkee is not connected with the Education Department, and its Principal submits his own report to the Government of these provinces.

The total number of students in the English arts colleges has risen from 349 at the end of 1881-82 to 415 at the end of 1882-83, the increase being chiefly in the Muir Central College, and in the Agra College, in which several scholarships have recently been founded by the liberality of native gentlemen. There is a growing demand for this class of education when it can be obtained for little or nothing, but those who are able and willing to pay the very moderate fees which are now charged and to live for years in a distant and perhaps uncongenial town are still comparatively few. For my own part I lay more stress upon the fitness of our pupils than their numbers, and am content for the present that our colleges should turn out yearly a few well-taught and well-mannered graduates whose after lives are a credit to themselves and their teachers.

15. The results of the university examinations are much more satisfactory than those of last year and are especially creditable to the Muir Central College and Canning College. In the examination for honours in arts and the M. A. degree the Muir College passed all its five candidates, four for the former and one for the latter, two of the former obtaining the first and second places in the class and carrying off the gold and silver medals of the university. These five students passed in physical science, and Mr. S. A. Hill, the Professor who taught them, deserves the great credit of their success. From Canning College one student gained honours in English literature, and one took the M. A. degree without honours in the same subject. The whole result is that five students obtained the M. A. degree with honours, two taking university prizes and two the M. A. degree without honours, against four in honours only last year. The other colleges sent up no candidates for this examination.

16. In the B.A. examination 28 students passed out of 62 candidates, against 8 out of 38 last year. In this examination Canning College stands easily first, having passed 15 students, 3 of whom were placed in the 1st division. The Muir Central College passed 6 with one in the 1st division. Benares passed 4, but all in the 3rd division ; Agra College passed 2, and the M. A. O. College, Aligarh, one. The percentage of successful candidates was 45·1 for the North-Western Provinces and

Oudh, the percentage for Bengal being 40·93, and the total percentage for the presidency 41·04.

17. In the first arts examination the North-Western Provinces and Oudh passed 51 candidates out of 127, against 42 out of 82 in the preceding year; the percentage of success being 40·1, against 33·9 of Bengal and 34 of the whole presidency. The percentage of our successful candidates in 1881 having been over 50, the results of the last examination show a falling off in this respect, but in the total number passed there is a fairly satisfactory increase. Canning College passed 16 with one in the 1st division; the Muir Central College 13 with two in the 1st division; Benares College passed 7; Agra College 4; the M. A. O. College, Aligarh, 7; St. John's College, Agra, 1; and the London Mission College, Benares, 2.

18. The oriental colleges or departments at Benares, Aligarh, and Lucknow are doing satisfactory work. The Benares Sanskrit College is not connected with a university, being rather itself a Sanskrit university for the whole of India than a provincial college or a mere examining board. It maintains its popularity and its high reputation both in India and in Europe, and without anglicizing the college, such changes and reforms as appear to be advisable are gradually introduced. We have still to deplore the abolition of its Anglo-Sanskrit department, which was a mistaken and unfortunate measure. From the oriental department of Canning College two candidates from the first Sanskrit class passed the Prájna examination, and three from the second Arabic class the Maulavi examination of the Panjáb university, two of the latter gaining the first and second places on the list.

19. In the law classes also a fair measure of success has been obtained, and the number of students has increased considerably. Several candidates passed the High Court pleadership examination, and two students—one from the Muir College and one from Canning College—passed the examination of Bachelor of Law of the university of Calcutta.

20. The following remarks on the state of the colleges are taken from the reports of the Principals:—

Muir Central College.—Mr. Harrison, Principal. "Our numbers have increased in the proportion shown by the figures below:—

General Department.

Class.	On the rolls, 31st March, 1882.	On the rolls, 31st March, 1883.
First year	29	38
F. A. or second year	22	31
Third year	7	17
B. A. or fourth year	21	14
M. A. or honour class	5	5
Total	84	105

Law Department.

Class.	On the rolls, 31st March, 1882.	On the rolls, 31st March, 1883.
Preliminary	21	18
Final	8	15
Total	29	33
GRAND TOTAL	113	138

"The diminution in the numbers of the fourth year is due in part to the disastrous result of the entrance examination in December, 1879, when so few of our North-Western Provinces students, *viz.*, 3 out of 270, gained a place in the 1st division. The application of the rule regarding Government scholarships, therefore, necessarily sent away to seek for employment not a few poorer students who would otherwise have entered our college. It is also due in part to the circumstance already noticed in the 2nd para. of my report last year, that the students from Jabbalpur that continued their studies beyond the F. A. examination, and who usually seek admission here, passed by us in a body to Lucknow, where the low fee and better boarding-house accommodation offered superior attractions.

21. "I am glad to report that the slight increase in the numbers in the Law department is accompanied by a marked improvement in the attendance on the lectures. This encourages me to hope well of these classes for the future.

22. *Results of University Examinations.*—"We sent up for the F. A. examination 21 candidates, and of these *two* passed in the 1st, *four* in the 2nd, and

UNIVERSITY EDUCATION.

seven in the 3rd. As this is 62 per cent. of the total number that appeared, the result is very creditable to the Professors. Man Mohan Lal, who stood third in the 1st division, has gained one of the two open Duff scholarships, that for proficiency in languages. This distinction has not before been wrested from the Bengal colleges.

23. "Our B. A. class of 19 (a miscellaneous set containing too many students who had previously failed) disappointed us, and we only passed six of these, *viz.*, *one* in the 1st, *two* in the 2nd, and *three* in the 3rd division. In this respect we stand below the average of colleges generally, a position we have hitherto been glad to escape. Two who took the A. course both failed. Our staff is not sufficiently numerous to carry on both A. and B. lines effectively at the same time, and those who have taken up the former have always been at some disadvantage. The still more numerous avenues to the B. A. degree, which the new university scheme permits, will try our resources still further, and in a year or two years will demand an increase to our teaching power.

24. "It is a curious feature of this last examination that of the 11 who did not pass in the B. course, 10 failed in chemistry. The success of Mr. Hill's pupils is so uniform that this remarkable result only illustrates the occasional uncertainty of the university tests.

25. "Our physical science honour class contained four candidates for honours and one for the M. A. degree; all the former passed and effaced the misfortune of the B. A. class, as Jivan Chandra Mukerjea carried off the gold, Gynendranath Chuckerverty the silver medal and book prizes of the university by holding the first and second places in the first class. Kasinath Kesava, originally from the Central Provinces, gained a second class, and Pitamber Joshi from Almora first obtained for his province the highest university degree.

26. "One candidate, Gunga Sahai, who failed last year, appeared again and is credited to our college in the university lists as having passed for the M. A. degree; but Chandra Bhusan Banerjea, the candidate for the same degree who read in the honour class, was so prostrated by fever as to be unable to appear at all on the last day of the examination, and therefore, whatever his real merits might be, could not pass.

27. "Three appeared in the Calcutta B. L. examination, but only one got through, *viz.*, Batu Krishna Moitra, in the 2nd division. The other two, Norendra Nath Gangully and Nrityagopal Bose, were also candidates for honours in physical science last year, and they afford further demonstration, were it required, that it is impossible to do two things well at the same time. They have both missed the prize they coveted and must try again.

28. "In the High Court pleadership examination the first and last positions on the High Court list were carried off by our students, Moti Lal Pandit and Lachman Das, the former exhibiting distinguished ability in many of his subjects. Others passed in the lower grades.

29. "But for the drawback of the B. A. class, this year would have surpassed all others. I hope it may be accepted as satisfactory, as all successes won beget confidence in our present pupils.

30. "*Boarding-house.*—We have the old Commissioner's kutchery, which is excellent as far as the accommodation extends, but that is much within our actual wants. The number of students must be influenced, or even controlled, by the accommodation we can provide for boys from other districts and provinces, and every year we have stronger proof of the total inadequacy of our arrangements in this respect. There are at present 28 residents in this boarding-house and it is hardly desirable to increase that number. Besides these, six Muhammadan students live in one of the out-houses of the present college building: this is not to be desired.

31. "*New Building.*—I have no particular information as to our new building, of which the superstructure has been growing since December, 1873, and yet it is far from completion. The Maháraja of Benares and other native gentlemen who subscribed to it are as anxious as we are to see it finished, and are not silent on the delay.

32. "The science classes having been added since the building was designed, further accommodation of a distinct character is required, but I have ground for hoping that the completion of the structure will not be much delayed on this account. The premises we now occupy cost Rs. 3,000 per annum, which is the equivalent of Rs. 75,000 capital.

33. "*Local Scholarship Endowment.*—This fund, which will ever be of the greatest assistance to the college, is expended strictly in accordance with the declared wishes of the several contributors. We hope thereby to attract further endowments of a like kind. Chirkari alone of the native states has this year, and for the first time, claimed for its own men the Ráj scholarships, but I hope it may not be long ere Punnah and Rewah do the same. Makund Lál of Chirkari passed in the 1st division, and on completing his course here will be able by his services to make a full return to the State which has helped him.

"The endowment of the late Nawab Ali Asghar Khan, C.S.I., of Rámpur, leads several of our boys to study Arabic, and in the person of Hashmat-ullah has won for us the only University gold medal awarded for honours in that language.

"I must say before closing these remarks that the successes are due mainly to our Professors, and that the B.A. class, in which success was wanting, was taught by myself in two subjects. Mr. Hill since the close of the year has gone on furlough for one year and his place is temporarily filled by Dr. Murray Thomson, transferred from the Thomasen College."

34. *Benares College.*—Dr Thibaut, Principal.—*Sanskrit College.*—"No change has taken place in the staff of Professors during the year under report. The total number of students in the Sanskrit College amounted in December, 1882 to 391, against 407 in December, 1881. The following statement shows the number of young men engaged in the study of the several branches of Sanskrit literature :—

Subjects.	1881.	1882.
Grammar	93	94
Law	24	31
Logic	36	33
Sánkhya	99	81
Sáhitya	65	69
Mathematics and astronomy	90	83
Total	407	391

35. "The examinations in November were conducted partly on the old plan, partly according to the new scheme introduced two years ago. The number of students who voluntarily presented themselves to be examined under the new rules showed a considerable increase on the corresponding numbers of the preceding year. Sixty-one appeared in the first examination, 75 in the second examination, and 29 in the highest (Achárya) examination. The candidates for the first examination comprised 14 students of the Ayodhyá Sanskrit Páthsháláand one student of the Oriental department of the Mirzapur Zila School. Thirty-six of them were successful, among them nine students of the Ayodhyá school and the one candidate from Mirzapur. Fifty of the candidates for the second examination succeeded in passing—a rather high figure, which seems to show that the questions were of a rather easy character. Too great leniency was, however, certainly not shown in the highest and most important examination, the so-called Achárya examination, only five out of 29 candidates succeeding in passing. The fact is that the examiners, comprising the senior Pandits of the college, Babu Pramadá Das Mittra and myself, were fully aware of the necessity to maintain by the utmost strictness the high character of this important examination. Four of the successful candidates passed in Sáhitya and one in Sankhya. The title Achárya could be conferred only on one student, who had gained more than 72 per cent. of the full marks, while the title of Upádhyáya was substituted in the case of the others who had not done equally well. Those students who did not appear in any of the three mentioned examinations were examined in the usual way with fairly satisfactory results.

36. "The new series of the *Pandit*, the monthly publication of the Sanskrit College, Benares, has continued to appear in monthly parts. Two more fasciculi of the Benares Sanskrit series have appeared.

37. "There can be no doubt that the special work of the Sanskrit department is on the whole well done. The Professors are with hardly any exception most zealous in the discharge of their duties, and of the majority of the students, among whom natives of all parts of India are to be found, it may be said, with greater truth than of the majority of the students in the English colleges, that their heart is in their work. The learning they acquire is in its way solid and extensive and the circumstance of their education and scholarship being of national growth enables them—or at least the best men among them—to obtain a complete grasp and thorough mastery of the subjects they study, no room being here left for that half culture and half scholarship which characterise so many of the young natives who have passed through the English colleges. At the same time, I think it is greatly to be regretted that there exists no longer any opportunity for the Pandits to make themselves to some degree acquainted with western thought and culture—a want which in former times was at least partially supplied by the Anglo-Sanskrit department.

38. "The teaching of the Pandits has hitherto been extensively influenced by European ideas in one department only as far as I can see, *viz.*, in mathematics and astronomy. The superiority of the European methods and results in these sciences is so obvious that the best Jyotishis have accustomed themselves since a long time to make their pupils acquainted not only with the doctrines and methods of the Siddhánta Siromani and the Lílávati, but likewise with Euclid, trigonometry and calculus. The considerable number of Sanskrit and Hindi treatises on the different branches of mathematics and astronomy in their European form which have of late years been published—many of them by Benares Pandits—furnishes the best proof of the above remarks. In the other branches of Sanskrit learning, however, the teaching continues to move entirely in the old grooves, and what we should call a critical knowledge of

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Sanskrit literature and language, a capacity to free one's self from the trammels of tradition and to take new views of old subjects, is scarcely to be found among Pandits, however learned and acute they may be. While researches in all branches of Indian literature and antiquities are being carried on vigorously in all European countries, it is distressing to see that scarcely anything in that line is done, or in the present circumstances of the case can be done, by the Pandits, superior as they undoubtedly are, even to the best European scholars, in depth of Sanskrit learning. This is all the more to be regretted, as the English colleges have hitherto done very little for the advance of Sanskrit scholarship. Among the graduates of the latter institutions with whom I am acquainted there are hardly any who possess a good knowledge of the classical language of their own country and are able intelligently to judge of the value of the old Hindu literature and philosophy.

39. "The subject is by no means devoid of interest for them, and if I am not mistaken, a remarkable increase of curiosity regarding their own old literature and civilization is to be noticed among the natives of this country since the last few years. But there are very few only whom their training has enabled to approach questions of that kind in a critical unbiassed spirit and to carry any research to a trustworthy conclusion, while the vastly exaggerated—not to say absurd—ideas regarding the superiority of ancient Indian 'national' philosophy and science which have lately emanated from certain quarters find only too ready access into the minds of the untutored majority. To show how rare it is to find natives who combine a good knowledge of English with a competent knowledge of Sanskrit, I may mention the following fact:—The other day I was asked to recommend a Professor of Sanskrit for an English college, a good knowledge of English on the part of the person recommended being mentioned as a necessary qualification. Now, although I am acquainted with very many good Pandits on the one hand and very many graduates of the English colleges on the other hand, I could call to mind one Pandit only whom a good knowledge of English added to a thorough Sanskrit scholarship seemed to render worthy of a recommendation; and that Pandit had been trained in the late Anglo-Sanskrit department.

40. "*The English College.*—The English college numbered in December, 1882, 62 students, against 53 in December, 1881. On re-opening in January, 1883, it counted 50 students, which number had increased to 60 by the end of March. Out of these 60, 20 are reading for the B.A. and M.A. examinations, 40 for the F.A. examination. Three of the students who passed the last B.A. examination are reading for the M.A. examination, two in English, one in mathematics. The eight students constituting the present fourth year class have all taken up the A. course. Of the nine students of the third year class, whose course of studies is regulated by the new university enactments, one has taken up the B. course, the remaining eight are engaged in the A. course.

41. "Last year's B.A. class comprised 11 students, 10 of whom appeared in the examination. Four students passed, all in the 3rd division. There were three failures in English, four in mathematics. Six out of the 10 candidates had taken up the B. course; out of these one failed in chemistry, two in physics, three in physical geography. Of the remaining four who had taken up the A. course, one failed in philosophy. There was no failure in the second language or in history.

42. "The F.A. class was very unfortunate, seven only out of 30 students passing. The generality of the failure in all subjects, excepting chemistry and the second language, was most unexpected, the F.A. classes of former years having always done well in English and logic.

43. "The results of the examination of the 1st and 3rd year classes by the Principal and the Professors were on the whole satisfactory."

44. *Agra College.*—Mr. Thomson, Officiating Principal. "There have been several changes of Principal during the year. I was in charge on the 1st of April, 1882, but was relieved by Mr. Deighton on the 3rd. I again took charge on the 3rd of July and officiated till Mr. Deighton's return on the 23rd of September. Mr. Deighton's services in connexion with the Educational Commission took him away from the college on the 30th of November, and since that date I have been continuously in charge as Officiating Principal. During Mr. Deighton's absence Mr. Venis officiated as Professor of English Literature. These changes were probably unavoidable, but they were unfavourable to the progress of the classes.

45. "The numbers enrolled have risen as follows:—

1st April, 1882	...	27
1st April, 1883	...	43

For the B.A. examination two passed out of five. At the F.A. examination four passed out of nine. The many changes of teachers prepared us to expect poor results in the B.A. and F.A. examinations. But had these changes not been necessary the results would have been the same, as all the candidates who failed, failed in mathematics, though they had been under the same Professor during the two preceding years. For the examinations at the end of the present calendar year we have a laborious and fairly intelligent B.A. class and a weak F.A. class that has had to contend against several disadvantages.

46. "The cost per pupil has been considerably reduced. In 1881-82 the cost was Rs. 1,148; in 1882-83, Rs. 942. This cost may easily be reduced to Rs. 400 or less. The total cost of the college will slightly increase, but as there need be no difficulty in having three times the present number of students, the cost of each may be little more than a third of the present amount.

47. "The success of the college depends almost entirely on two conditions—1st, moderate fees; 2nd, efficient teaching. As soon as it comes under the control of the managing committee the rate of fees will be revised and somewhat reduced. While the progress of the year has not been striking, there has been some improvement in every respect. I know no reason why, five or six years hence, Agra College should not be as largely attended and as successfully taught as any college in these provinces."

48. The Government of India decided in 1882 that the college should cease to be kept up as a State institution, and should be transferred, with its endowments, to local trustees to be maintained for the benefit of the people of Agra and its neighbourhood. A general board of trustees, representing the large number of gentlemen who have contributed to the fund for the maintenance of the college or its endowment with scholarships, with the Commissioner of the Division, the Collector of the District, and the Director of Public Instruction as official members, has accordingly been constituted; and a managing committee, of which the Commissioner and the Collector are *ex-officio* President and Vice-President, has been selected from the leading native gentlemen of the city and the neighbourhood who were willing to undertake the charge. The college and high school will accordingly be transferred, provisionally for five years, to the board of trustees on the 1st July next. About Rs. 80,000 has already been subscribed by the well-wishers of the college, out of a portion of which scholarships have been founded which have already largely increased the attendance of students. The success of this interesting and important experiment will depend on the efficiency of the Principal and a judicious co-operation without officious interference on the part of the managing committee. I trust that neither of these conditions will be wanting.

49. *Canning College*—under the management of Mr. White, assisted by Mr. Gall, Mr. Pirie, Pandit Rajkumar Sarvadhikari, Munshi Ram Kissen, and Maulavi Abdul Aziz—has been eminently successful in the year under review, and it is evident that the whole institution has been most carefully administered. The following extracts are from the Principal's report:—"Two students passsed the M.A. examination in English literature, one with honours in the 2nd division. Fifteen students graduated as B.As, three of them being in the 1st division and one in the 2nd. One student passed the B.L. examination in the 2nd division. Sixteen students passed the First Arts examination, one being in the 1st division and seven in the 2nd. One law student passed the High Court pleadership examination in the highest grade, and four passed the same examination in the upper subordinate grade. Two students passed the Oudh Laws examination. Two passed the Pragya (Sanskrit) examination of the Panjáb University, standing respectively 10th and 18th on the list. Three of our candidates passed the Maulvi (Arabic) examination of the Panjáb University, standing respectively 1st, 2nd, and 9th on the list. One candidate passed the Munshi Alim (Persian) examination, and one passed the Munshi (Persian) examination.

50. "At the time of examination there were 40 students in the First Arts class, two of whom were incapacitated by temporary blindness. The remaining 38 were allowed to go up. Of these 16 passed. In English 16 failed; 8 in second language, 16 in history, 17 in mathematics, five in logic, and four in chemistry. English and mathematics are the subjects which are generally most fatal to candidates.

51. "We sent up 24 candidates for the B.A. examination, of whom 15 passed; three in the 1st division, one in the 2nd, and 11 in the 3rd. The training of these 15 students was not altogether our own, however. Six of them came from Jabbalpur, where they had already studied for one year. Those who came to us were excellent students and thoroughly grounded in what they had already acquired. It was comparatively an easy task for us, therefore, to finish the work already so well begun; and the greater share of their success is due to the institution from which they came. Sickness, as is generally the case, interfered to some extent with the success of the year's work.

52. "The M.A. class consisted of two students, who both selected English literature as the subject in which they were to appear at the M.A. examination. Both of them were successful, one of the two, Sarat Chandra Sanyal, taking his degree with honours. We can never have but a very small M.A. class if any at all. Those of the B.A. class who obtain Government scholarships (and these of course are the best prepared for still higher studies) must according to rule attend the Muir Central College.

53. "In the first year's class the number on the rolls on the 1st of April was 38. In the third year's class the number was 13. These two classes are preparatory to the two above, and do not call for any special remark. The third year's class contains only a portion of those who pass the First Arts. Many of the latter have to seek for employment, their circumstances being such that they cannot continue their studies till they take their degree. I am pleased to find that, instead of fixing their hopes

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entirely on their getting some post in the Government service, an increasing number are adopting law as a profession, and a few are leaving us to study medicine at Calcutta or Lahore.

54. "*Law Department.*—The number on the rolls on the 1st of April was 27. Lectures were delivered on jurisprudence, the Hindu Law, the Muhammadan Law, the Law of Mortgage, the Law of Contracts and Torts, the Evidence Act, and the Penal Code. The examination results, already mentioned, speak for themselves. Our law students have hitherto laboured under a disqualification which was a source of perennial discontent. Attendance at our Law lectures was not recognized by the Board of Examiners appointed by the North-Western Provinces High Court. This disqualification has now been removed. Attendance at our Law class will now be of as much value to a student as attendance at any other, and our Law class will profit by this long-sought-for concession having been made to it.

55. "*Oriental Department.*—The number on the rolls on the 1st of April was 112. There are six classes, two studying Sanskrit, two Arabic, and two Persian. The boys occasionally pass into the English department, but for the most part their studies are limited to the literature of one or other of these three languages. The students are prepared for the Oriental examinations of the Panjáb University, which are conducted through the medium of the vernacular examinations only. The Maulvis, Munshis, and Pandits are all very earnest and zealous in their work, and the success some of them have attained is very gratifying."

56. I can safely say with the Principal that the facts recorded in the annual report are a sufficient proof that all—Principal, Professors, and teachers—have done their best during the past year to maintain the reputation of both college and school; and I can add that the results of the general management and teaching are even more than usually satisfactory and most creditable to all concerned.

57. *Muhammadan Anglo-Oriental College, Aligarh.*—"The English college department has been strengthened by a monthly grant-in-aid of Rs. 500, and the committee beg leave to offer their best thanks to His Honor the Lieutenant-Governor for this timely and most welcome assistance. A Professor of English Literature has now been added to the college staff. There were four classes in the English college during the past year. Four students went up for the B.A. examination and one passed in the 3rd division. This result is not satisfactory in itself, but considering that there was no Professor of English Literature in the past year, and that the college sent up students for the first time to this examination, there is every reason to expect a fair measure of success with a strengthened staff and increased experience. Twelve students went up for the F.A. examination and 7 passed, three in the 2nd and four in the 3rd division. The proportion of successful students is very satisfactory.

58. Three ex-students of the college are now pursuing their studies at Cambridge, one at Oxford, and one at the Middle Temple, all with the view of being called to the bar.

59. The new class-rooms were opened in February last by His Honor the Lieutenant-Governor, who remarked in his speech on the occasion that "the completion of these buildings attests the extensiveness and the prosperity of a college in which the Government of India and the Government of these provinces have always shown close interest."

60. *St. John's, Agra,* teaches up to the F.A. standard only and is not aided as a college. The London Mission College at Benares, which is aided as a high school, has recently been affiliated to the university up to the B.A. standard. These colleges have passed respectively one and two candidates for the F.A. examination, and when all difficulties are considered they may be said to be doing fairly well.

61. "A First Arts class was formed at the *Fyzabad High School* early in the year 1882, in compliance with the spontaneous and unsolicited request of the chief residents of the city, and in accordance with the recommendation of the local authorities. As the course of study for the First Arts examination requires two years at least for its completion (an attendance for the same period being also required by the rules of the university), it is not possible in the present report to record any results as to the working of the project. The first batch of candidates, 5 in number, are expected to appear for the examination to be held in December next; and Mr. Budden, the Headmaster of the Fyzabad school (to whose energy the successful working of the scheme has been chiefly due), speaks hopefully of the progress which they have made thus far. 'They will have finished,' he says, 'almost the whole of the work before the summer holidays, and with ordinary diligence and care ought to make sure of passing.' The mathematical course has been taught by Mr. D'Cruz, the 2nd Master, and the courses of English and certain other subjects by Mr. Budden himself. The new first year class formed in January, 1883, consists of nine students, some of whom are from the Fyzabad school itself, and others from schools in the neighbouring districts. The work of teaching this and the second year classes has fallen very heavily on the school staff. In fact, the pressure of work is so close that the scheme might collapse at any moment, should one of the teachers be compelled to take leave by illness or any other cause. If the two new teacherships, which were proposed in the original

project, can be added to the school department in 1884, namely, one on Rs. 60 and the other on Rs. 40 per mensem, the staff will be relieved of the constantly high pressure at which it is now working, and the First Arts department will become permanently established, greatly to the benefit of the residents of Fyzabad and the neighbouring districts." The above is from the report of Mr. Nesfield, the Inspector. UNIVERSITY EDUCATION.

SECTION IV.—SECONDARY INSTRUCTION.

SECONDARY INSTRUCTION.

62. Secondary education is given in high and middle schools, English and vernacular—English schools being schools in which English forms part of the regular course of study. For these schools the returns of the year under review show a total increase of 931 pupils, the increase in pupils of Government schools being 354. The number of these schools varies from year to year owing to the reduction of unsuccessful and inefficient middle halkabandi schools to the class of primary schools, and the promotion of good primary schools, in places where secondary education is appreciated and wanted, to the higher class. The present number of middle schools is 526, against 555 shown in the returns for 1881-82.

63. High schools (English) teach up to the entrance examination of the university of Calcutta. There are 25 Government high schools in the North-Western Provinces and Oudh, the Head-masters of which are Natives, Eurasians, and three or four Europeans, on salaries ranging from Rs. 100 to Rs. 400 a month. There are 27 aided high schools, all but 8 of which are Missionary schools. At Dehra Dún, Azamgarh, Gorakhpur, and Almora, the Mission high schools have the field almost entirely to themselves, as there is no English State school in any of these stations, and no aided rival school except at Dehra Dún.

64. All these English high schools are tested by the university entrance examination, in which the success of our candidates is usually very creditable. In the last examination 282 passed out of 524 candidates, with a percentage of 53·80, against 43·93 for Bengal and 46·86 for the whole Presidency; and a fair proportion of these passed students were placed in the 1st division and obtained Government scholarships to help them to continue their studies for the F.A. examination. As a rule, a student who has passed the entrance examination has a tolerable knowledge of arithmetic and very elementary mathematics, some knowledge of English and Persian or Sanskrit, and has learnt some history and geography. There is considerable demand for such semi-educated young men, and, unless they pass in the 1st division and gain a scholarship, the majority of our students cannot resist the temptation of immediate employment on small pay.

65. The details of the entrance examination of December, 1882 are shown, school by school, in the following tables :—

Schools.	Number of candidates.	Number passed.			
		I.	II.	III.	Total.
Government Schools, N.-W. P.					
Benares	40	...	8	4	12
Agra	17	...	9	2	11
Bareilly	26	...	14	5	19
Allahabad	35	3	9	5	17
Etáwah	11	...	4	...	4
Moradabad	10	1	4	3	8
Mirzapur	9	...	3	2	5
Aligarh	13	1	1	4	6
Sháhjahánpur	7	1	3	3	7
Cawnpore	10	2	5	2	9
Muttra	8	1	5	1	7
Farukhabad	9	...	2	6	8
Bánda	5	...	2	1	3
Meerut	5	1	4	...	5
Total ...	205	10	73	38	121

SECONDARY INSTRUCTION.

Schools.	Number of candidates.	Number passed. I.	II.	III.	Total.
Aided Schools, N.-W. P.					
Jaynarain's College, Benares	5	...	1	...	1
London Mission High School, do....	11	...	4	...	4
Bengalitola Preparatory School, do.	2	...	...	1	1
St. John's College, Agra	16	...	7	1	8
Victoria College, do.	6	...	2	1	3
St. Peter's College, do.	4	...	2	1	3
M. A. O. College, Aligarh	13	2	5	2	9
Christ Church School, Cawnpore	6	...	...	1	1
Memorial School, Cawnpore	2	...	...	...	...
Boys' High School, Allahabad	5	2	3	...	5
Girls' High School, ditto	4	3	...	...	3
London Mission High School, Mirzapur	2	...	1	...	1
Church Mission School, Jaunpur	2	...	1	1	2
Victoria School, Ghâzipur	10	...	...	4	4
Mission High School, ditto	15	...	2	2	4
Ditto, Azamgarh	10	1	2	2	5
Ditto, Gorakhpur	7	1	1	1	3
Ditto, Meerut	7	...	2	...	2
Ditto, Almora	6	1	1	...	2
Ditto, Dehra Dûn	1	...	1	...	1
Ditto, Sahâranpur	4	...	1	2	3
Diocesan Boys' School, Naini Tal	4	...	...	1	1
Boys' High School, Naini Tal	2	...	1	...	1
Total ...	144	10	37	20	67
Private Unaided.					
Training School, Dehra	1	...	...	1	1
High School, Mussooric...	6	3	1	...	4
American Mission School, Allahabad	13	...	2	2	4
Kuch Bihar Training School, Benares	7	...	1	...	1
St Fidelis's School, Mussoorie	3	...	2	1	3
Wood's Academy	1	...	...	...	...
Private candidates	15	...	2	2	4
Total ...	46	3	8	6	17
GRAND TOTAL ...	395	23	118	64	205
Government Schools, Oudh.					
Fyzabad	6	...	3	2	5
Bahraich	3	...	2	1	3
Hardoi	9	1	2	3	6
Bara Banki	4	...	1	2	3
Sultanpur	4	1	2	1	4
Unao	3	...	3	...	3
Lakhimpur	4	...	...	2	2
Gonda	6	...	3	3	6
Rae Bareli	5	...	...	1	1
Partabgarh	4	...	3	...	3
Sitapur	4	...	4	...	4
Total ...	52	2	23	15	40
Aided Schools.					
Canning College	31	2	14	5	21
Church Mission School, Lucknow	10	...	...	1	1
American Methodist Episcopal Mission Centennial High School, Lucknow.	10	...	1	4	5
Balrampur High School	1	...	...	...	...
Total ...	52	2	15	10	27
Private Schools.					
La Martinière College, Lucknow	20	1	4	4	9
Private candidates	5	...	1	...	1
Total ...	25	1	5	4	10
GRAND TOTAL ...	129	5	43	29	77
GRAND TOTAL, N.-W. P. AND OUDH ...	524	28	161	93	282

66. These results are very satisfactory, being not only a great improvement on the poor results of the previous year, but some advance even on the results of 1880, which I was obliged to consider abnormally favourable and not likely to be equalled in the year following. The improvement in instruction in these schools is slow but steady, and as there is no reason to think that the standard of examination has again been unduly lowered, we may hope for similar, if not still greater, success in the examination of the present year. The Government schools of the North-Western Provinces passed 121 candidates with 10 in the 1st division, against 72 candidates with six in the 1st division in 1881; aided schools passed 67 with 10 in the 1st division, against 52 with five in the 1st division, and unaided schools 17 with three in the 1st division, against 14 and seven respectively. In Oudh the Government schools

passed 40 candidates with two in the 1st division, against 31 and five in the preceding year; aided schools (including Canning College school) passed 27 with two in the 1st division, against 12 and one in 1881: and unaided schools, of which La Martinière is the most important, passed 10 with one in the 1st division, against nine and one respectively. The grand total of passed candidates is 282, against 190 in the preceding year. The number of candidates was 524, against 442. The percentage of successful candidates is 53·80 for the North-Western Provinces and Oudh, the percentage for Bengal being 43·93, and the total percentage for all the provinces in the jurisdiction of the university being 46·86. There should have been a larger number in the 1st division, but the abnormal success in this respect of the year 1880, when 60 passed in the 1st division, was neither to be expected nor desired, as that success was due rather to a great and sudden reduction of the standard than to any extraordinary improvement in the quality of the candidates or of the instruction which they received.

67. The percentage for Oudh, with a much smaller number of candidates, is, as was to be expected, better than that for the North-Western Provinces. Benares has not done well. The Bareilly and Allahabad Government High Schools show satisfactory results, and some of the smaller schools, such as Moradabad, Sháhjahánpur, Cawnpore, Muttra, and Meerut, have passed all or nearly all their candidates. In Oudh, all the Government schools, with the exception of Lakhímpur and Rae Bareli, have done eminently well with their small classes. In both provinces there is general improvement in the results shown by the aided schools, those of Canning College, the Muhammadan Anglo-Oriental College, St. Peter's, and the Girls' and Boys' High Schools at Allahabad being especially satisfactory.

68. The revised rules for the middle class anglo-vernacular examination which came into force last year increased the course of study and made pass certificates more difficult to obtain. The examination now extends over five days instead of three as formerly, and the qualifications of candidates are more thoroughly tested. Some falling off in the number of successful students in the first year of an examination of increased difficulty might reasonably be anticipated, and although the weaker schools have suffered from the severer test, the general results do not appear unsatisfactory when all due allowances are made.

69. The total number of passed candidates is 255, against 274 in 1881. Government schools passed 171, against 178 in 1881 and 123 in 1880; aided schools passed 64, against 64 in 1881 and 43 in 1880; and 20 candidates from private unaided schools or privately educated were successful, against 32 in 1881 and six in 1880. The percentage of successful candidates from Government high schools in the North-Western Provinces has risen from 32·4 in 1881 to 37·24, and, in Oudh, from 34·3 to 35·92. In Government middle schools (North-Western Provinces) the percentage has fallen from 59 3 to 42·42. In aided high schools it has fallen from 20·9 to 15·87. In aided middle schools it has risen from 16·4 to 25·53, and for private schools and candidates it has fallen from 31·0 to 20 40.

70. The following tables give details for all the schools that were examined:—

RESULT OF THE MIDDLE-CLASS ANGLO-VERNACULAR EXAMINATION, 1882.

GOVERNMENT HIGH SCHOOLS, N.-W. PROVINCES AND OUDH.

Schools.	Number of boys examined.	Passed.	Failed.	Details of failure.					Percentage of passed boys.
				English.	Mathematics.	Second language.	History and geography	Science.	
North-Western Provinces.									
Meerut	12	4	8	6	5	4	4	1	33·33
Aligarh	28	6	22	19	21	8	16	9	21·42
Muttra	19	5	14	5	12	6	4	2	26 31
Agra	30	10	20	15	19	7	6	2	33·33
Farukhabad	11	7	4	1	3	1	1	...	63·63
Etáwah	15	9	6	5	1	2	2	...	60·0
Moradabad	11	5	6	...	6	...	1	...	45·45
Bareilly	21	13	8	4	5	...	2	1	61·90
Sháhjahánpur	12	8	4	3	4	1	1	...	66 66
Cawnpore	10	6	4	1	3	...	2	...	60·
Bánda	10	5	5	1	3	1	1	1	50·
Allahabad	23	9	14	3	8	7	5	1	39·13
Mirzapur	10	3	7	4	6	4	2	...	30·
Benares	35	2	33	28	28	16	27	8	5·71
Total ...	247	92	155	95	124	57	74	26	37·24

SECONDARY INSTRUCTION.

Schools.	Number of boys examined.	Passed.	Failed.	Details of failure. English.	Mathematics.	Second language.	History and geography.	Science.	Percentage of passed boys.
Oudh.									
Unao	8	7	1	1	...	...	1	...	87·5
Bara Banki	8	2	6	2	6	1	...	1	25·0
Sitapur	5	2	3	2	3	1	1	2	40·0
Hardoi	16	7	9	8	8	5	1	...	43·75
Lakhimpur	8	2	6	3	1	5	...	...	25·0
Fyzabad	17	7	10	7	7	3	3	...	41·17
Bahraich	10	1	9	7	5	3	2	1	10 0
Gonda	8	3	5	4	4	2	3	...	37·5
Rae Bareli	13	3	10	7	7	1	1	2	23·07
Sultanpur	6	3	3	1	3	1	1	...	50·0
Partabgarh	4	...	4	4	3	...	...	...	...
Total ...	103	37	66	46	47	22	13	6	35·92
GRAND TOTAL ...	350	129	221	141	171	79	87	32	36·85

GOVERNMENT MIDDLE SCHOOLS, NORTH-WESTERN PROVINCES.

North-Western Provinces.									
Sahâranpur	8	...	8	8	5	6	3	1	...
Muzaffarnagar	7	5	2	2	1	1	...	...	71·42
Bulandshahr	9	3	6	5	5	1	...	...	33·33
Mainpuri	10	8	2	1	1	...	...	...	80·
Etah	8	3	5	4	4	1	...	...	37·5
Bijnor	10	7	3	2	1	2	...	...	70·
Budaun	11	6	5	2	4	2	1	...	54·54
Fatehpur	7	3	4	1	2	3	2	2	42·85
Hamírpur	6	3	3	2	2	1	...	...	50·
Jaunpur	11	...	11	11	8	...	2	...	...
Jhánsi	3	3	...	...	...	...	...	...	100·
Kálpi	4	1	3	3	1	...	...	1	25·
Lalitpur	5	...	5	3	5	3	3	1	...
Total ...	99	42	57	44	39	20	11	5	42·42

AIDED HIGH SCHOOLS, N.-W. PROVINCES AND OUDH.

North-Western Provinces.									
A. P. M. School, Dehra	2	...	2	1	2	2	1	...	...
C. M. School, Meerut	23	4	19	12	17	9	7	1	17·39
M. A. O. College, Aligarh ...	2	...	2	1	2	...	...	...	...
Victoria High School, Agra ...	8	4	4	1	3	1	2	...	50·
St. John's College, Agra	20	2	18	16	15	12	9	5	10·
Boys' Orphanage School, Shâhjahânpur,	2	2	...	...	...	...	...	...	100·
Christ Church School, Cawnpore ...	15	2	13	9	12	9	8	4	13 33
Church Mission School, Jaunpur ...	7	...	7	3	5	5	3	...	...
Ditto, Azamgarh ...	6	2	4	1	3	2	2	2	33·33
London Mission School, Mirzapur ...	5	...	5	2	5	...	2	...	...
Ditto, Benares ...	13	...	13	12	11	11	12	3	...
Jaynarain's College, Benares ...	10	...	10	10	10	8	9	7	...
Bengalitola Prepty. School, Benares ...	7	1	6	5	6	3	2	...	14·28
Victoria School, Gházipur ...	16	5	11	8	11	6	4	4	31·25
German Mission School, Gházipur ...	16	1	15	12	14	8	3	2	6·25
Chashma-i-Rahmat School, Gházipur...	4	...	4	4	4	3	3	1	...
Church Mission School, Gorakhpur ...	15	1	14	14	12	6	11	6	6·66
Mission High School, Almora ...	14	9	5	2	4	...	1	...	64·28
Total ...	185	33	152	113	136	85	79	35	17·83
Oudh.									
Canning College, Lucknow ...	34	7	27	10	24	6	7	6	20·58
C. M. School, Rajá-ká-Bázár, Lucknow,	22	...	22	20	20	12	10	8	...
A. M. Centennial High School, Lucknow,	6	...	6	5	5	4	4	2	...
Aided High School, Balrampur ...	5	...	5	5	5	4	5	1	...
Total ...	67	7	60	40	54	26	26	17	10·44
GRAND TOTAL ...	252	40	212	153	190	111	105	52	15·87

AIDED MIDDLE SCHOOLS, N.-W. PROVINCES AND OUDH.

Schools.	Number of boys examined.	Passed.	Failed.	Details of failure.					Percentage of passed boys.
				English.	Mathematics.	Second language.	History and geography	Science.	
North-Western Provinces.									
Mission School, Sahâranpur ...	17	...	17	16	14	12	11	5	...
Orman School, Roorkee	6	...	6	2	6	1	2	1	...
Subscription School, Hâthras ...	4	1	3	...	3	1	1	...	25·
Mufid-i-Am School, Agra... ...	6	5	1	...	1	...	..	...	83·33
Aided School, Fatehgarh	3	3	...	...	...	...	...	...	100·
Mission School, Moradabad ...	8	1	7	4	6	3	4	3	12·5
Ditto, Budaun	5	...	5	5	4	2	3	...	...
Girls' Orphanage School, Bareilly ...	2	...	2	2	2	2	2	2	...
Colonelganj Subscription School, Allahabad	6	...	6	5	5	5	6	3	...
Anglo-Vernacular School, Gyanpur, Mirzapur	6	...	6	4	4	1	3	1	...
Church Mission School, Basti ...	4	2	2	2	2	2	...	1	50·
Anglo-Vernacular School, Ballia ...	7	6	1	...	1	...	...	...	85 71
Mission School, Paori	8	5	3	3	3	1	1	1	62 5
Total ...	82	23	59	43	51	30	33	17	28·04
Oudh.									
Aided Mission School, Nakhâs, Lucknow,	9	1	8	6	6	2	...	2	11·11
Middle School, Mahmudabad, Sitapur,	1	...	1	...	1	...	...	...	...
Aided School, Bhinga, Bahraich ...	2	...	2	2	2	2	2	2	...
Total ...	12	1	11	8	9	4	2	4	8·33
GRAND TOTAL ...	94	24	70	51	60	34	35	21	25·53

PRIVATE SCHOOLS AND CANDIDATES, N.-W. PROVINCES AND OUDH.

North-Western Provinces.									
Dehra Dûn	5	1	4	...	4	...	...	1	20·
Muzaffarnagar	2	...	2	1	1	2	2	1	...
Aligarh	4	2	2	2	2	1	1	2	50·
Muttra	3	1	2	1	2	1	1	...	33·33
Agra	3	...	3	2	3	1	1	1	...
Farukhabad	2	...	2	2	1	...	...	...	...
Mainpuri	16	4	12	8	9	4	5	6	25·
Etah	1	...	1	1	...	...	...	...	...
Moradabad	1	...	1	...	1	...	1	...	...
Budaun	1	1	...	...	...	...	...	...	100·
Bareilly	16	1	15	14	15	8	8	6	6 25
Shâhjahânpur	1	...	1	1	1	1	1	...	...
Pilibhit	4	...	4	4	1	2	3	1	...
Cawnpore	4	3	1	1	1	...	...	...	75·
Fatehpur	5	1	4	1	4	4	3	3	20·
Hamirpur	1	1	...	..	...	...	...	...	100·
Allahabad	6	1	5	2	5	3	2	1	16 66
Jaunpur	3	1	2	2	2	...	1	1	33·33
Benares	5	...	5	5	5	5	5	5	...
Gorakhpur	1	...	1	1	...	..	...	...	...
Jalaun	3	...	3	3	3	3	...	2	...
Total ...	87	17	70	51	60	35	34	30	19·54
Oudh.									
Lucknow	1	...	1	1	1	1	1	1	...
Unao	4	...	4	4	4	2	1	2	...
Bara Banki	2	2	...	...	...	...	...	...	100·
Sitapur	3	1	2	2	2	1	...	...	33·33
Partabgarh	1	...	1	1	1	1	1	1	...
Total ...	11	3	8	8	8	5	3	4	27·27
GRAND TOTAL ...	98	20	78	59	68	40	37	34	20·40

SECONDARY INSTRUCTION.

71. Benares has failed disgracefully, and the teachers who were mainly responsible have been degraded or warned in consequence. Bahraich has done very badly, and Partabgarh has not passed a single candidate. The Government schools at Sahâranpur, Jaunpur, and Lalitpur have also completely failed. Among the aided high schools there are many utter failures, but the Mission school at Almora and the Victoria School at Agra have done remarkably well. Among aided middle schools the anglo-vernacular school at Ballia, the Mufid-i-Am school at Agra, the Fatehgarh school, and the Mission school at Paori have distinguished themselves and shown that the examination is not too difficult for well-taught classes. The standard for passing—40 per cent. in each of five groups of subjects—is certainly a high one, but I am of opinion that it is better that schools should work up—gradually, perhaps, in many cases—to this high standard than that it should be reduced to suit the present condition of the weaker or less carefully taught schools. Mr. Gordon, Head-master of the Allahabad Zila School, with some of his staff, undertook the examination in English, mathematics, and Hindi literature; and the Head Maulavi of the Cawnpore school and selected masters of the Bareilly school conducted, under the superintendence of their Head-masters, the examination in Persian and Urdu literature, history and geography, and science. The examination papers were as usual submitted to me for approval.

72. The following statements show with full details the results of the middle class vernacular examination. In my last report I said :—" A higher standard comes into operation this year, and the certificates henceforth will be a greater distinction and indicate better scholarship ;" but though I anticipated a considerable decrease in the first year of the revised scheme in the number of successful candidates, I was not prepared for a fall in that number from 514 to 169 and, in percentage, from 39 to 12.

Statement of A. or Government Schools, Middle Class Departmental Examination, Vernacular, of 1882, North-Western Provinces.

Division.	Number	District.	No. of candidates in Persian. Musalman.	Hindu.	Total.	No. of candidates in Urdu. Musalman.	Hindu.	Total.	No. of candidates in Hindi. Musalman.	Hindu.	Total.	Total number of candidates examined	Number passed in I.	II.	III.	Total.	Percentage passed.	Number failed in Persian language.	Urdu language.	Hindi language.	Mathematics.	History and general geography.	Science.	Total.	Percentage of failures.	Total number of absentees.
1st or Meerut.	1	Dehra Dún	...	...	...	...	5	5	...	...	...	5	...	...	...	...	...	...	4	...	5	3	1	13	65·0	...
	2	Saháranpur	...	...	...	17	17	34	...	...	...	34	...	...	...	...	...	...	23	...	34	31	13	101	74·2	11
	3	Muzaffarnagar,		...	...	3	18	21	...	...	...	21	...	5	6	11	52·3	...	1	...	4	9	...	14	16·6	4
	4	Meerut	...	...	...	5	15	20	1	1	2	22	...	1	2	3	13·6	...	5	2	18	16	6	47	53·4	...
	5	Bulandshahr	...	...	...	13	26	39	...	5	5	44	...	2	2	4	9·1	...	25	5	38	40	19	127	72·1	1
	6	Aligarh	...	...	...	...	9	9	...	55	55	64	1	2	3	6	10·9	...	6	43	45	46	33	173	67·5	...
		Total	...	...	...	38	90	128	1	61	62	190	1	10	13	24	12·6	...	64	50	144	145	72	475	62·5	16
2nd or Agra.	1	Muttra	...	...	...	...	...	...	...	33	33	33	2	3	5	10	30·3	...	...	12	16	17	17	62	46·9	3
	2	Agra	...	...	...	1	5	6	...	41	41	47	1	4	6	11	23·4	...	4	10	31	24	14	83	44·1	2
	3	Farukhabad	...	...	...	1	3	4	...	30	30	34	2	6	4	12	35·2	...	...	11	18	12	13	54	39·7	...
	4	Mainpuri	...	...	...	2	...	2	...	26	26	28	...	5	5	10	35·7	...	...	13	9	5	9	36	32·1	...
	5	Etáwah	...	...	...	...	...	...	...	63	63	63	...	5	9	14	22·2	...	...	33	46	37	21	137	54·3	4
	6	Etah	...	...	...	8	11	19	2	39	41	60	1	3	5	9	15·0	...	13	22	40	29	26	130	54·1	9
		Total	...	...	...	12	19	31	2	232	234	265	6	26	34	66	24·9	...	17	101	160	124	100	502	47·2	18
3rd or Rohilkhand.	1	Bijnor	...	...	...	23	23	46	...	5	5	51	...	...	6	6	11·7	...	13	4	42	37	23	119	58·3	3
	2	Moradabad	...	...	...	18	10	28	...	3	3	31	...	...	...	...	...	...	18	2	29	29	21	99	79·8	7
	3	Budaun	...	...	...	20	17	37	...	1	1	38	...	...	...	...	...	...	27	1	37	35	28	128	84·2	6
	4	Bareilly	...	...	...	8	18	26	...	1	1	27	...	...	2	2	7·4	...	14	1	25	20	8	68	62·9	5
	5	Sháhjahánpur,	...	...	...	7	12	19	...	4	4	23	...	1	...	1	4·3	...	13	4	17	18	7	59	64·1	...
	6	Pilibhít	...	...	...	1	13	14	1	3	4	18	...	...	...	...	...	...	10	4	16	16	14	60	63·3	3
		Total	...	...	...	77	93	170	1	17	18	188	...	1	8	9	4·8	...	95	16	166	155	101	533	70·8	24
4th or Allahabad.	1	Cawnpore	...	...	...	3	4	7	1	75	76	83	...	...	5	5	6·0	...	6	54	69	69	51	249	75·0	8
	2	Fatehpur	...	...	...	6	...	6	...	7	7	13	...	1	2	3	23·0	...	6	1	7	8	1	23	44·2	1
	3	Bánda	...	...	...	1	2	3	1	10	11	14	...	...	1	1	7·1	...	3	7	13	12	5	40	71·4	1
	4	Hamirpur	...	...	...	5	3	8	...	26	26	34	...	...	1	1	2·9	...	5	19	26	30	17	97	71·3	4
	5	Allahabad	...	3	1	4	6	3	9	...	11	11	24	1	3	...	4	16·6	...	6	8	17	16	12	59	61·4	3
	6	Jaunpur	...	...	...	...	3	9	12	...	18	18	30	...	...	...	...	...	...	10	11	27	25	14	87	72·5	1
		Total	...	3	1	4	24	21	45	2	147	149	198	1	4	9	14	7·0	...	36	100	159	160	100	555	70·0	18
5th or Benares.	1	Azamgarh	...	...	...	...	2	3	5	...	28	28	33	...	2	5	7	21·2	...	3	4	17	21	9	54	40·9	5
	2	Mirzapur	...	...	...	...	...	1	1	1	14	15	16	...	1	5	6	37·5	...	1	6	7	6	5	25	39·1	...
	3	Benares	...	...	...	...	...	1	1	...	22	22	23	...	1	3	4	17·3	...	1	7	17	19	11	55	59·7	...
	4	Gházipur	...	...	...	...	1	6	7		35	35	42	...	...	...	...	...	...	4	24	39	36	33	136	80·9	2
	5	Gorakhpur	...	...	...	...	7	7	14	1	23	24	38	...	...	5	5	13·1	...	5	13	29	23	18	88	57·8	16
	6	Basti	...	...	...	...	...	4	4	...	16	16	20	...	...	3	3	15·0	...	3	7	17	13	9	49	61·2	8
	7	Ballia	...	...	...	...	...	...	...	...	24	24	24	...	1	1	2	8·3	...	...	11	21	21	7	60	62·5	6
		Total	...	...	...	...	10	22	32	2	162	164	196	...	5	22	27	13·7	...	17	72	147	139	92	467	59·5	37
6th or Jhánsi.	1	Jhánsi	...	...	...	...	2	2	4	...	9	9	13	...	1	...	1	7·6	...	2	8	12	9	8	39	75·0	1
	2	Jalaun	...	...	...	...	...	6	6	2	9	11	17	1	1	4	6	35·2	...	2	6	8	10	6	32	47·0	3
	3	Lalitpur	...	...	...	...	...	...	...	...	4	4	4	...	...	...	...	...	...	...	2	4	2	3	11	68·7	...
		Total	...	...	...	...	2	8	10	2	22	24	34	1	2	4	7	20·5	...	4	16	24	21	17	82	60·2	4
7th or Kumaun.	1	Kumaun	...	...	...	...	...	...	...	...	5	5	5	...	...	...	...	...	...	...	1	5	4	2	12	60·0	...
	2	Garhwál	...	...	...	...	...	...	...	...	4	4	4	...	...	2	2	50·0	...	...	2	2	2	...	6	37·5	...
	3	Tarái	...	...	...	...	...	...	...	...	4	4	4	...	...	...	...	...	...	...	2	4	3	3	12	75·0	1
		Total	...	...	...	...	...	...	...	...	13	13	13	...	...	2	2	15·3	...	...	5	11	9	5	30	58·6	1
		Grand Total of 1882.	3	1	4	163	253	416	10	654	664	1,084	9	48	92	149	13·7	...	233	360	811	753	487	2,644	60·9	118
		Grand Total of 1881.	...	...	...	150	223	373	22	614	636	1,009	58	226	131	415	41·1	...	116	191	490	358	...	1,127	39·6	113

SECONDARY INSTRUCTION.

Statements of B. or C. Schools (Aided or Private) Middle Class Departmental Examination, Vernacular, of 1882, North-Western Provinces and Oudh.

Division.	Number.	District.	No. of candidates in Persian. Musalman	Hindu	Total.	No. of candidates in Urdu. Musalman.	Hindu.	Total.	No. of candidates in Hindi. Musalman.	Hindu.	Total.	Total number of candidates examined.	Number passed in I.	II.	III.	Total.	Percentage passed.	Number failed in Persian language.	Urdu language.	Hindi language.	Mathematics.	History and general geography.	Science.	Total.	Percentage of failures.	Total number of absentees.
		B. or Aided Schools.																								
Meerut ...	1	Saháranpur ...	...	1	1	4	6	10	...	...	...	11	...	...	...	...	...	...	8	...	10	11	8	37	84·0	2
Agra ...	2	Mainpuri ...	1	1	2	.	...	...	..	...	...	2	...	..	...	...	...	...	...	...	2	2	1	5	62·5	...
Rohilkhand,	3	Bijnor ...	...	...	...	4	...	4	...	...	...	4	...	...	...	...	...	...	4	...	4	4	4	16	100·	1
	4	Budaun ...	...	.	..	3	1	4	...	...	...	4	...	...	..	...	...	...	4	...	4	3	3	14	87·5	...
Benares ...	5	Mirzapur ...	...	.	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1
	6	Benares ...		...	...	..	2	2	...	...	...	2	...	...	..	...	...	...	...	...	2	2	1	5	62·5	1
	7	Gházipur ...	7	3	10	...	.	...	...	...	...	10	...	...	...	...	...	4	..	...	10	7	6	27	67·5	4
	8	Gorakhpur ..	..	...	...	1	4	5	..	6	6	11	...	...	...	...	...	...	5	4	10	11	11	41	93 1	1
	9	Basti ...	..	...	...	1	...	1	...	...	...	1	...	...	...	...	...	...	...	.	1	...	...	1	25 0	...
Oudh ...	10	Lucknow ...	1	...	1	...	2	2	...	2	2	5	...	..	...	...	...	1	1	2	5	5	4	18	90 0	2
	11	Unao ...	...	...	...	4	...	4	...	1	1	5	...	..	...	...	...	...	4	1	5	5	...	15	75 0	1
		Total ...	9	5	14	17	15	32	...	9	9	55	...	...	...	...	...	5	26	7	53	50	38	179	81·3	13
		C. or Private Schools.																								
Meerut ...	1	Saháranpur ...	..	...	...	4	...	4	..	...	...	4	...	...	...	...	...	...	3	...	3	4	2	12	75 0	3
	2	Muzaffarnagar,	...	...	...	1	2	3	...	...	...	3	..	...	...	...	...	...	1	..	3	3	...	7	68 3	...
	3	Meerut ...	..	...	...	..	5	5	...	1	1	6	...	.	...	...	...	...	5	1	5	6	3	20	83·3	3
	4	Bulandshahr ..	...	...	...	1	2	3	..	1	1	4	..	...	1	1	25·0	...	1	...	3	2	2	8	50·0	...
	5	Aligarh ...	...	...	...	2	1	3	...	1	1	4	..	...	...	...	...	...	2	...	3	4	2	11	68·7	3
Agra ...	6	Agra ...	..	...	...	1	3	4	...	...	...	4	.	...	...	...	...	...	3	...	3	3	1	10	66·6	...
	7	Farukhabad ...	...	...	...	.	5	5	...	2	2	7	..	...	...	...	...	...	2	1	7	4	2	16	57·1	1
	8	Mainpuri ..	..	...	...	.	1	1	..	...	...	1	...	..	...	...	...	..	1	...	1	1	...	3	75·0	1
	9	Etáwah ...	..	...	...	..	1	1	...	...	...	1	...	...	...	...	...	...	1	...	1	1	1	4	100·	...
	10	Etah ...	...	...	...	...	1	1	..	...	...	1	...	..	...	...	...	...	1	..	1	1	...	3	75·0	...
Rohilkhand,	11	Bijnor ...	...	...	...	6	3	9	...	...	...	9	...	...	...	...	...	..	4	...	9	9	8	30	93·3	...
	12	Moradabad ...	..	...	...	4	3	7	...	...	...	7	...	...	1	1	14 2	...	3	...	6	5	5	19	67 9	5
	13	Budaun ...	...	...	...	7	1	8	...	...	...	8	..	...	...	...	...	...	5	..	8	7	6	26	81·2	1
	14	Sháhjahánpur,	..	...	...	2	1	3	...	1	1	4	...	..	...	...	...	...	1	1	4	3	1	10	62 5	...
Allahabad ...	15	Cawnpore ...	...	...	...	..	2	2	...	...	...	2	...	...	...	...	...	...	2		2	2	2	8	100·	1
	16	Fatehpur ...	...	...	...	3	1	4	..	2	2	6	...	...	...	...	...	..	3	2	6	6	4	21	87·5	1
	17	Bánda ...	..	1	1	1	...	1	.	...	...	2	...	...	...	...	...	1	1	..	2	2	2	8	100·	1
	18	Hamírpur ...	...	1	1	...	2	2	...	5	5	8	..	...	...	...	...	...	1	4	8	7	5	25	78·1	...
	19	Allahabad ...	..	...	...	1	3	4	...	...	...	4	...	..	...	...	...	...	2	...	4	4	3	13	81·2	1
	20	Jaunpur ...	...	...	...	1	..	1	...	1	1	2	.	..	...	...	...	..	...	1	2	1	1	5	62·5	...
Benares ...	21	Gházipur ...	...	...	...	1	...	1	...	...	...	1	...	...	...	...	...	...	1	...	1	1	1	4	100·	...
Jhánsi ...	22	Jhánsi ...	...	...	...	1	...	1	.	...	...	1	...	...	...	...	...	...	...	...	1	...	...	1	25·	...
	23	Jalaun ...	...	...	...	..	2	2	..	2	2	4	...	...	...	...	...	...	2	1	4	4	3	14	87·5	4
Oudh ...	24	Lucknow ..	...	...	...	2	1	3	...	1	1	4	..	...	...	...	...	...	2	1	4	3	3	13	81·2	1
	25	Unao ...	...	...	...	1	1	2	.	...	...	2	...	.	...	...	...	..	...	...	2	1	1	4	50·0	3
	26	Bara Banki ...	...	...	...	..	..	...	...	...	...	...		...	...	...	...	...	..	..	...	...	...	...	...	1
	27	Hardoi ...	...	..	...	1	...	1	...	...	...	1	...	...	...	...	...	...	...	...	1	1	1	3	75·0	...
	28	Fyzabad ...	...	...	...	.	1	1	...	...	...	1	...	.	...	...	...	...	1	...	1	1	1	4	100·0	...
	29	Bahraich ...	...	...	...	.	1	1	...	...	...	1	...	...	...	...	...	..	...	...	1	1	...	2	50·0	...
	30	Ráe Bareli ...	..	...	...	..	1	1	...	...	...	1		...	...	...	...	...	1	...	1	...	...	2	50·0	...
	31	Sultanpur ...	...	...	...	.	1	1	..	...	...	1	...	..	...	...	...	...	...	...	1	...	...	1	25·0	...
	32	Partabgarh ...	..	...	...	1	1	2	...	...	...	2	.	...	...	...	..	..	...	.	2	1	1	4	50·0	1
		Total ...	...	2	2	41	46	87		17	17	106	..	...	2	2	1 8	1	49	12	100	88	61	311	73·5	31
		GRAND TOTAL OF 1882.	9	7	16	58	61	119	...	26	26	161	...	...	2	2	1·2	6	75	19	153	138	99	490	76·0	44
		GRAND TOTAL OF 1881.	...	...	...	64	43	107	5	18	23	130	2	14	8	24	18·4	...	33	18	97	82	...	230	58·9	70

Statement of A. or Government Schools, Middle Class Departmental Examination, Vernacular, of 1882, Oudh.

Division.	Number.	District.	Number of candidates in Persian.			Number of candidates in Urdu.			Number of candidates in Hindi.			Total number of candidates examined.	Number passed in				Percentage passed.	Number failed in							Percentage of failures.	Total number of absentees.	Remarks.
			Musalman.	Hindu.	Total.	Musalman.	Hindu.	Total.	Musalman.	Hindu.	Total		I.	II.	III.	Total.		Persian language.	Urdu language.	Hindi language.	Mathematics.	History and general geography.	Science.	Total.			
LUCKNOW.	1	Lucknow	...	...	...	17	10	27	...	1	1	28	...	1	2	3	10·4	...	12	1	25	24	14	76	67·8	1	
	2	Unao	...	...	...	4	18	22	...	2	2	24	...	...	1	1	4·1	...	15	2	23	16	8	64	68·9	...	
	3	Bara Banki	...	...	...	4	8	12	...	3	3	15	...	...	2	2	13·3	...	6	2	12	11	10	41	68·3	2	
		Total ...	...	...	...	25	36	61	...	6	6	67	...	1	5	6	8·9	...	33	5	60	51	32	181	67·5	3	
SITAPUR.	1	Sitapur	...	...	...	1	9	10	...	5	5	15	...	..	...	...	...	...	7	5	14	14	5	45	75·0	3	
	2	Hardoi	...	...	...	10	11	21	...	3	3	24	...	...	1	1	4·1	...	15	3	23	22	13	76	79·1	4	
	3	Kheri or Lakhimpur ...	...	...	...	3	10	13	...	...	...	13	...	...	1	1	7·5	...	12	...	11	12	7	42	80·7	...	
		Total ...	..	...	...	14	30	44	...	8	8	52	...	...	2	2	3·8	...	34	8	48	48	25	163	78·3	7	
FYZABAD.	1	Fyzabad	...	...	...	5	13	18	...	3	3	21	...	...	1	1	4·7	...	13	1	17	14	6	51	60·7	...	
	2	Bahraich	...	...	...	5	...	5	...	1	1	6	...	...	1	1	16·6	...	...	...	5	3	2	10	41 6	...	
	3	Gonda	...	...	...	1	17	18	...	1	1	19	...	...	2	2	10·5	...	12	1	17	9	8	47	11·4	...	
		Total ..	...	...	...	11	30	41	...	5	5	46	.	...	4	4	8·7	...	25	2	39	26	16	108	58·6	...	
RAE BARELI.	1	Rae Bareli	...	...	...	7	8	15	...	...	...	15	...	...	1	1	6 6	...	13	...	14	13	12	52	86·6	...	
	2	Sultanpur	...	...	...	4	5	9	...	3	3	12	...	.	1	1	8·3	...	4	1	11	9	3	28	88 3	1	
	3	Partabgarh	...	...	...	2	8	10	1	4	5	15	1	...	3	4	26·6	...	4	...	9	9	5	27	45·0	2	
		Total ...	...	...	...	13	21	34	1	7	8	42	1	...	5	6	14·2	...	21	1	34	31	20	107	63 6	3	
		GRAND TOTAL OF 1882,	...	...	...	63	117	180	1	26	27	207	1	1	16	18	8·8	...	113	16	181	156	93	559	67·4	13	
		GRAND TOTAL OF 1881,	...	...	...	49	98	147	...	22	22	169	23	35	17	75	44·3	...	41	3	114	86	...	244	52·1	...	

Abstract Statement of the Middle Class Departmental Examination, Vernacular, of 1882, *North-Western Provinces and Oudh.*

Schools.	North-Western Provinces.																								Oudh.															Grand Total of North-Western Provinces and Oudh.		
	1st or Meerut Division.			2nd or Agra Division.			3rd or Rohilkhand Division.			4th or Allahabad Division.			5th or Benares Division.			6th or Jhánsi Division.			7th or Kumaun Division.			Total.			1st or Lucknow Division.			2nd or Sitapur Division.			3rd or Fyzabad Division.			4th or Rae Bareli Division.			Total.					
	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number of candidates.	Number passed.	Number of schools which sent up candidates.	Number o candidates.	Number passed.
A. or																																										
Tahsili	24	113	14	36	153	37	24	111	6	30	130	12	25	75	18	8	26	6	7	11	2	154	622	95	14	67	6	15	52	2	9	46	4	7	42	6	45	207	18	199	829	113
Halkabandi	15	41	5	25	65	14	25	61	2	18	47	2	31	75	9	4	6	...	1	2	...	119	297	32	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	119	297	32
Pargana	13	36	5	10	34	8	5	15	...	7	21	...	10	38	...	...	...	...	...	...	...	45	144	13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	45	144	13
Inferior zila	...	...	...	2	13	7	1	1	1	...	...	...	1	5	...	1	2	1	...	...	...	5	21	9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	21	9
Anglo-vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	52	190	24	73	265	66	55	188	9	55	198	14	67	196	27	13	34	7	8	13	2	323	1,084	149	14	67	6	15	52	2	9	46	4	7	42	6	45	207	18	368	1,291	167
B. or																																										
Aided	2	11	...	1	2	...	2	8	...	...	...	...	5	24	...	...	...	...	...	...	...	10	45	...	4	10	...	...	...	...	...	.	...	...	...	...	4	10	...	14	55	...
C or																																										
Private or indigenous ...	5	21	1	5	14	...	4	28	1	6	24	...	1	1	...	2	5	...	...	...	...	23	93	2	2	6	...	1	1	...	2	2	...	3	4	...	8	13	...	31	106	2
Teachers	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.	...	...	...	...	...	...	...	...	...	...
Total ...	7	32	1	6	16	...	6	36	1	6	24	...	6	25	...	2	5	...	...	...	..	33	138	2	6	16	...	1	1	...	2	2	..	3	4	..	12	23	...	45	161	2
Grand Total of 1882 ...	59	222	25	79	281	66	61	24	10	61	222	14	73	221	27	15	39	7	8	13	2	356	1,222	151	16	83	6	16	53	2	11	48	4	10	46	6	57	230	18	413	1,452	169
Grand Total of 1881 ..	55	178	67	90	234	153	66	229	69	69	206	55	75	209	73	15	36	13	13	27	3	383	1,119	433	18	63	22	9	43	21	7	30	11	8	53	27	42	189	81	425	1,308	514

73. The following remarks are from the report of Mr. Harrison, Principal of the Muir Central College, who is the general superintendent of this examination —

"The examination was held on the 4th-7th December, inclusive, at colleges, zila and other schools in each district, under the superintendence of the Head-masters.

"The answers were valued by the 17 examiners named below :—

1. M Zaka-ullah, Muir Central College, Urdu literature.
2. P Aditya Ram, M A, ditto, Hindi do
3. M Gumden Lal, B.A., Meerut Zila School, Hindi Euclid
4. M. Fazl-ul Rasul, B A., Budaun ditto, Urdú do
5. B. Atma Rám, B A, Muttra ditto, Urdú arithmetic.
6. B Rama Shankar Misra, M A, Agra College, Hindi ditto.
7. M Cheda Lál, Bareilly High School, Urdú history
8. P. Soba Rám, Aligarh Zila School, Hindi do
9. M Kashinath, Fatehpur ditto, Urdú general geography.
10. B Ram Rup Ghosh, B.A., Mirzapur ditto, Hindi general geography.
11. M. Sita Ram, B.A., Fyzabad High School, Urdú physical geography.
12. M Hira Lál, Hume's High School, Hindi ditto
13. M Vazir Ahmed, Bijnor Zila School, Urdu ditto, sanitary primer.
14. M Dál Chand, Muzaffarnagar ditto, Hindi ditto.
15. M. Damodar Dás, B A, Aligarh Zila School, Urdú ditto, physical science.
16. B Abhaya Churn Sanyal, M.A, Muir Central College, Hindi ditto.
17. M. Gunga Sahai, B.A., Allahabad Government High School, Urdu and Hindi biology.

74. "The numbers who were sent up and who appeared, as compared with the previous year, are as follows :—

Year.	Number sent up.	Number actually examined.
1881	1,609	1,308
1882	1,627	1,452

75. "The tabular returns which have been already submitted to you exhibit certain circumstances and results which are worthy of remark. It will be seen that the subjects of examination in literature are increased by the addition of a paper in composition, carrying 20 marks, and Persian has been admitted as an optional alternative for Urdu The mathematical subjects have been increased by the addition of the second book of Euclid to the course A new subject, the sanitary primer, has been added and grouped with the primer of physical science ; and the primer of biology has been allowed as an alternative for the latter. For either combination 60 marks are assigned under the new rules issued by the Director in October, 1881. The primer of biology has not found much favour with Inspectors or candidates, as only 56 candidates selected it. It was left untouched by the schools in the Rohilkhand, Benares, Jhánsi, and Kumaun Divisions.

76. "A second new feature this year is that the standard of passing was raised from 35 to 40 per cent. of the total marks (in each group of subjects). These extensions of the subjects to be studied, and of the marks to be gained for passing, have conjointly produced a serious effect on the results.

77. "The numbers passed last year were 514 out of 1,308, or 39 per cent., and this year only 169 out of 1,452, or 12 per cent. Had the standard for passing not been raised, still only 17 per cent. would have got through Therefore the increase in the subjects for study has been the most fatal element.

78. "I have no doubt that gradually the candidates will attain a much higher proficiency and a fair proportion pass. I therefore would not recommend any lowering of the standard, but this year would grant the small scholarships to the highest boys in the 2nd division also, as it will be a misfortune if, owing to the increased severity of the test, any students are forced to discontinue their studies by being debarred from joining a zila school

79. "The increase in the number of examiners has enabled me to forward the returns earlier, and the answers to be submitted to a more careful scrutiny. I have many proofs of the carefulness with which those gentlemen have performed their several tasks, and in a separate note I have suggested the grant of an honorarium for them. They assuredly merit it.

80. "There has been a small amount of copying detected in the answers, on which I propose to communicate with the local educational committees where unfair practices have occurred. We must labour unceasingly till this fault is entirely eradicated, as our certificates must be above all suspicion.

"I may fairly assert the general advance of vernacular education in spite of the untoward appearance of the tabular statements."

81. Some of the Inspectors think that the standard of marks is too high and recommend that it be lowered to 35 or 30 per cent. ; others would rather see the classes

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worked up to the present requirements than have a reduction of standard. The mathematical question papers have been attacked as too severe; but whereas the mathematical subjects have always produced most failures, there were almost as many in this group in 1878. If any question papers were to be impugned by the results, those in literature and those in history and geography, in which the percentages of failure were almost double what they had ever been, should have been selected. But to these hardly any exception has been taken. I agree with Mr. Harrison in his opinion that the small number passed this year does not betoken any general decline of efficiency in the schools, but may fairly be attributed to the extended range of subjects and to the enhanced standard, and with him I deprecate any lowering of the standard in this important examination regarded as a measure of tuitional progress. Our schools will rise to it in a year or two. On the subject of these two examinations (middle class anglo-vernacular and vernacular) I am preparing a special report, for submission to the Government, in which the chief objections that have been brought against the present system will be fully stated and discussed. An annual report is not the place for such discussion, and I will make no further remarks on the subject here, except that as a test of educational qualifications for Government service the standard has now become rather too severe. Second class certificates might, I think, be given to candidates who either obtain the present pass marks in the three more important groups of subjects, or some 33 per cent. in each of the groups.

82. The following remarks on the progress or condition of high and middle schools arranged in the order of the divisions in which they are situated are taken from the reports of the Inspectors, or, where, as at Agra and Benares, the Government high school is not under the Inspector's control, from the report of the Principal or the Head-master:—

MEERUT DIVISION.

Government High Schools.

83. Mr. Goulding, the Inspector, reports as follows:—

Meerut Zila School.—"The roll on 31st March shows 271 scholars against 257, and the average daily attendance has risen from 79 to 84 per cent. The total expenditure has been Rs. 6,108, contributed thus: Government, Rs. 4,359; local sources, Rs. 518; tuition fees, Rs. 1,231. The fees have increased by Rs. 50, and the cost of educating each scholar has been Rs. 28½. The following are the tuitional results: Five boys went up for the university entrance examination, and all passed, one in the 1st division and four in the 2nd. Twelve appeared for the middle class, and four passed. This looks as though the middle school had gone down since last year, when 11 out of 21 passed. But the standard had been raised, and I do not think there was any actual falling off in the teaching. The failures were mostly in English and mathematics. By the upper primary standard 20 boys had been examined and 15 promoted. I tested these promotions and allowed them to stand. By the lower primary 37 had been examined and 15 promoted, but of these I could pass only 11. It is satisfactory, however, to know that the full standard in arithmetic had been reached, and that the improvement since last year is considerable. The boarding-house had 33 inmates, 23 self-supporters and 10 stipendiaries, and I am glad to note that as one of their out-of-door exercises they have taken to gardening and are fond of it. M. Hardeva Prasad, the Head-master, and P. Gaindan Lal, B.A., his 1st assistant, deserve every praise for their combined efforts to improve the efficiency of the school.

84. *Aligarh Zila School*—"There can be little doubt of the popularity of this school, for the year closed with 385 enrolled scholars, or 28 more than last year. The average daily attendance had been 85 per cent. The total expenditure for the year is Rs. 9,490, of which a little more than half, or Rs. 5,320, was defrayed by Government, Rs. 2,383 from local sources, and Rs. 1,787 from fees. This last source of income is yearly becoming a more and more important factor in the working of these schools, the increase since last year in the amount realised being Rs 346. The cost of educating each pupil has been Rs. 34½, which is more than at Meerut, where the teaching is better. Still, of the teaching here I am able to report more favourably than I did last year. Thirteen candidates appeared at the entrance examination and six passed: one in the 1st, one in the 2nd, and four in the 3rd division. The failure was chiefly in English, in which six boys failed. Thirty-six went up for the middle class and one-sixth passed. That the standard had been raised cannot in this case be accepted as a sufficient plea. For no use had been made of the primary standards, three or four years before, to retard the promotions and prepare the middle school for a higher test. The failures are almost equal in English, mathematics, and history and geography. Thirty-eight boys were examined by the upper primary test and 22 passed, and the same number out of 39 passed by the lower test. But the full standard in arithmetic has not yet been reached, and this is the only zila school in this Division which still lags in this matter. For the general improvement in the teaching and discipline credit is due to Mr. Welby, the Officiating Head-master, who was relieved of his charge in December by Mr. Casabon. The boarding-house as usual was crowded, showing 96 inmates, of whom 71 were self-supporters.

Aided High Schools.

85. *Muhammadan Anglo-Oriental College, Aligarh.*—"The year closed with 227 boys in the school department, or two more than last year. The university entrance results show good teaching, nine candidates having passed out of 13 sent up: two in the 1st, five in the 2nd, and two in the 3rd division. The middle class and primary examinations give next to nothing; none passed the former test, and only four out of 27 the latter.

86. *Mission School, Meerut.*—"The roll shows an increase of 32 scholars, but the tuitional results are below middling. Seven boys went up for the entrance examination and two passed in the 2nd division: 21 appeared for the middle class and four passed, the class failing in mathematics chiefly: 29 were examined by the upper primary test and nine passed: 21 by the lower primary and eight passed. These primary classes were deficient in arithmetic and vernacular dictation.

87. *St. George's College Mussoorie.*—"When inspected last October there were 48 scholars on the roll against 75 last inspection, the decrease arising chiefly from the opening of the Roman Catholic School at Murree, which now attracts many of the boys who formerly came here from the Panjab. The college, however, maintains its high character for teaching. Four boys passed the Roorkee entrance examinations; three for the Engineer class and one for the second department; one qualified for the survey. And though the College this year had no university entrance class, three candidates for the entrance went up from the Orphanage and all passed.

88. *Dehra Mission School for Boys.*—"I saw this school in November. The roll marked an increase of 19 boys, showing a total of 151, of whom 65 were Gurkhas. The teaching had improved, but this improvement was chiefly seen in the primary division of the school. One boy passed the entrance in the 2nd division; none passed the middle class, though two went up. Nine were examined by the upper primary test, and 15 by the lower; and in all 18 passed.

89. *Dehra Mission School for Girls.*—"The roll here showed a falling off, or 128 against 138. Owing to the illness of one of the lady teachers the instruction in the middle school had not advanced, this division of the school being represented by one class only, the lowest of its three; but the four girls in it passed a fair examination. The primary classes did well, passing 16 out of 18.

90. *Woodstock Girls' School.*—"Owing to fewer day pupils being received, the roll showed 81 pupils, against 91 last year. The standards of examination under the Code were being adopted, and in elementary subjects the highest class had reached standard VII., but in class subjects had not got beyond standard VI. This may be interpreted as meaning that the class read Milton with intelligence, but had not finished the first book of Euclid. I examined most of the classes and was well satisfied with their general proficiency.

91. *Saharanpur Mission School.*—"The popularity of this school is not waning. The roll showed an increase of 54 scholars since last inspection, or 244 against 190. And though the school is aided only as a middle school, it teaches successfully up to the entrance; three boys out of four having passed the last entrance examination, one in the 2nd and two in the 3rd division. In the middle class the failure was complete; 17 went up and none passed, the boys failing in most subjects, but chiefly in English and mathematics. The primary classes did very well: 15 boys who came up for the higher test all passed, and 14 out of 15 passed by the lower.

Middle Schools (English).

92. "The results of the middle class anglo-vernacular examination are not equal to last year's. Government schools in this Division pass 29 per cent. as against 53 per cent., and aided schools 9 per cent. against 25 per cent. The standard had been raised, and our schools at least should have been, but were not, ready for the change. But this remark applies chiefly to the middle departments of our high schools, where the percentage is only 25, whereas our middle schools proper have passed 37 per cent. These and aided schools I proceed to notice.

93. *Bulandshahr Zila School.*—"At my visit to this school in March I found 154 scholars on the roll, against 135 last year; or the roll and attendance now are double what they were three years ago. As the school building occupied was designed for 100 scholars and is too small for the present number, I was glad to see that the foundations had been laid for adding a wing to it. The year's tuitional expenditure has been Rs. 3,880, from which if we deduct Rs. 467 for schooling fees and Rs 420 for local contributions, the balance Rs. 2,993 will be the cost to Government. The total cost of educating each scholar is Rs. 28½. The following are the tuitional results. Nine boys went up for the middle class examination and three passed, the failures being chiefly in English and mathematics. By the upper primary test 28 boys were examined and 18 passed; by the lower primary 29 and 24 passed. In both these cases the full standard had been reached. With the exception of the fourth class, who were deficient in English, the preparatory classes were doing well.

94 *Muzaffarnagar Zila School*—"When I saw this school in December I found a roll of 89 scholars, or one boy more than last year, but 25 more than the roll showed three years ago. With the tuitional results I was well satisfied. Seven boys had been up

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for the middle class examination, and judging from the attainments of two who were present on the day of inspection, I augured favourable results, and five of the seven passed. Ten boys out of 11 also passed the upper primary examination, and 10 out of 13 the lower. And with the general condition of the school I was pleased. All this is honourable to the memory of the late M. Dal Chand, then Head-master. The tuitional expenditure here is Rs. 3,442, which is less than at Bulandshahr, but more than at Sahâranpur; while the total cost of educating each scholar is Rs. 42½, or considerably more than at either of the schools with which Muzaffarnagar is compared.

95. *Sahâranpur Zila School.*—"The year closed with a roll of 149 scholars, against 143. When I saw the school in December the increase was one boy, which I compared with the increase in the corresponding period at the mission school, and found it 54; the roll here showing 244 against 190. Eight boys had gone up for the middle class examination, but I was anxious about the results, as the class were deficient in English and algebra. When the results were out, I found that all had failed in English, five in mathematics, and six in the second language. In the upper primary examination 16 passed out of 21, and in the lower primary six out of 15; the deficiency in the latter case being chiefly in vernacular, dictation, and arithmetic. I am sorry to think that this school does not improve as it should. Even in the highest class the teaching of English is very faulty: difficulties are slurred over and exact knowledge on any point is hard to get at, while the mispronunciation of English in the school is still conspicuous. The tuitional expenditure has been Rs. 3,145, defrayed from two sources only, Government (Rs. 2,722) and fees (Rs. 423); and the total cost of educating each scholar is Rs. 26.

96. *Atrauli (Municipal).*—"This school is in the Aligarh district and is still the best of our municipal schools. The roll showed 49 boys under an English teacher and a vernacular assistant. They had sent up three candidates for the middle class examination and passed two; and the primary classes which I examined passed 12 out of 20.

97. *Orman School, Roorkee.*—"The roll here I found to consist of 135 scholars, of whom 85 were in the English department. The primary classes had much improved since last year, and passed 13 out of 17 boys examined. But the six candidates who went up for the middle class examination all failed in mathematics.

98. *Subscription School, Hâthras.*—"The roll showed 94 scholars against 101 last year, and 86 boys were present. Four boys had gone up for the middle class examination and one had passed, the rest failing in mathematics chiefly. Eleven boys came up for the upper primary test and eight passed; 13 for the lower primary and nine passed. The general results are inferior to last year's.

Middle Schools (Vernacular).

99. "The number of schools affording a middle class vernacular education is 60, the same as last year: 39 are tahsíli and pargana and 21 halkabandi schools. Their aggregate roll in middle and primary divisions at time of inspection was 4,569 scholars, against 4,277 last year. And their middle divisions only, or classes I. and II., numbered 466 scholars, against 426. These middle divisions sent up 190 candidates for the middle class examination, against 152 last year; and passed 12·1 per cent., against 38·1. This decrease in the percentage is very marked, but so is it in every division of the North-Western Provinces and Oudh. As a matter of fact, Meerut keeps its position as third on the general list, Agra and Benares preceding it. And the tests in this and the anglo-vernacular examination having been wisely made more difficult this year than they had yet been, the lower percentage of passed in either case means only, in its most popular sense, a better qualified batch of candidates for the public service. I proceed to notice these middle vernacular schools district by district:—

100. *Dehra Dún.*—"This district has two tahsíli schools, Dehra and Kálsi, but only the former ranks as middle. Dehra has a good attendance, and on the day of inspection showed a total roll of 72 scholars, of whom eight were in the middle school. I considered the teaching fairly efficient in both the middle and primary divisions, but of eight candidates who went up for the middle class examination, none passed.

101. *Sahâranpur.*—"The middle schools here comprise four tahsíli, two pargana, and five halkabandi schools, but in only one of them, the tahsíli school of Gangoh, did I consider the teaching efficient in both divisions of the school, middle and primary. Two schools, Sahâranpur tahsíli and Imblia halkabandi, were efficient as middle schools only—a doubtful recommendation; and 8 were inefficient as middle schools, *viz.*, Deoband and Jawalapur (tahsíli schools), Rámpur and Manglaur (pargana), and Titron, Khera, Ambehta, and Pandauli (halkabandi). It may be added that 4 of the halkabandi schools were inefficient both as middle and primary, and that the worst of them, Ambehta, had only a second class of 2 boys for its middle school, and should not be retained as such. From 9 of these 11 middle schools of this district 34 candidates went up for the middle class examination, but none passed—the boys failing chiefly in mathematics, history and geography, and Urdu.

102. *Muzaffarnagar.*—"After Sahâranpur it is pleasant to turn to this district and find that all its middle schools, 10 in number, are efficient both in their middle

and primary divisions. Four of these schools are tahsíli, 4 pargana, and 2 halkabandi. All sent up between them 21 candidates for the middle class examination and passed 11. And as all succeeded in passing one candidate at least, excepting Shamli (tahsíli) and Thana Bhawan (pargana), it may be taken as a proof that the middle schools of this district have been well taught and carefully supervised. Schools that deserve special notice as having passed 2 candidates each are Khatauli (pargana), Jhunjhana (halkabandi), and Muzaffarnagar (tahsíli).

103. *Meerut.*—"This district has 6 tahsíli and one pargana school, making up its total of 7 middle schools. In determining their efficiency I have been guided by the general condition of their first and second classes at the time of inspection, when I considered 5 of them—Mawana, Sirdhana, Bagpat, Ghaziabad, and Meerut—fairly entitled to rank as efficient both as regards their middle and primary divisions. The pargana school of Baraut was found inefficient as a middle school, but its primary classes were efficient. Hapur was inefficient both as middle and primary. If the middle class examination results be made a factor in estimating the efficiency of these schools, then all but one must be regarded as inefficient, and that one would be efficient simply by having no first class. It is necessary to state this, for these schools sent up 22 candidates for the middle class examination and passed 3.

104. *Bulandshahr.*—"Four tahsíli and 4 pargana make up the total of middle schools here. Four of them—Khurja (tahsíli) and Jewar, Debai, and Jahangirabad (pargana)—have both their middle and primary divisions efficient. Sikandrabad (tahsíli) is efficient as a middle school, passed 4 candidates in the middle class examination, and is the only school in this district that passed any. But its primary department was found inefficient. Anúpshahr and Bulandshahr (tahsíli) and Siyana (pargana) are inefficient as middle schools, but the condition of their primary classes was satisfactory. This district sent up 44 candidates for the middle class examination, and passed the 4 above mentioned.

105. *Aligarh.*—"This district has 23 middle schools, of which number 6 are tahsíli, 3 pargana, and 14 halkabandi. Among tahsíli schools 4 have their middle and primary classes efficient, *viz.*, Hathras, Sikandra Rao, Atrauli, and Koil. Biswan is inefficient as a middle school, but efficient as primary. Khair is inefficient in both sections. Of the 3 pargana schools, Harduaganj was the only one that had its middle and primary classes efficient. Jalali was efficient as a middle school, but its primary classes were undertaught. And Tappal, inefficient both as middle and primary, was the worst: out of 21 boys in classes from third to sixth I was able to pass only 2. Of the 14 halkabandi schools, only 7 had both divisions of the school efficient; the remaining 7 were inefficient as middle schools, and 2 of them, Bejaigarh and Hasayan, inefficient both as middle and primary. Eighteen of the 23 schools here sent up 64 candidates for the middle class examination and passed 6, the tahsíli school at Koil alone passing 3."

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106. Mr. Thomson, the Officiating Principal of the Agra College, reports as follows on the high school, with its middle and lower departments, which is under his superintendence:—"The numbers have risen from 508 to 563. The classification is not good. There are in the high school 63, middle school 44, upper primary 190, lower primary 266. We should like to have some increase in the high school and a considerable increase in the middle school. But in the upper and lower primary classes no new pupils can be admitted, as there are not masters to teach so many, nor is there space for them in the class-rooms. I have had to refuse admission to 25 or 30 applicants.

107. "At the entrance examination of the university 11 students passed out of 17, and at the middle class anglo-vernacular examination 10 passed out of 30. The results of the entrance examination are much better than they have been during the last six or seven years. But, considering the number of pupils and the large and expensive staff of teachers, they are not satisfactory. Such a school as we have, if efficiently taught, should have 25 or 30 successful entrance candidates every year.

108. "In 1881-82 the cost per pupil in the upper school was Rs. 216. In 1882-83 it was Rs. 168. In the lower school the cost has been reduced from Rs. 19 to Rs. 16. It cannot be made much less either in the upper or lower school."

There is certainly some improvement in the condition of the school, but all things considered, the results of the teaching are not satisfactory. The management of the school is about to be transferred to the new College Committee, and there will be several changes in the tuitional staff.

109. Mr. Lloyd, the Divisional Inspector, reports as follows on the ordinary high and middle schools, Government and aided, English and vernacular.

110. *High Schools.*—"The 6 high schools of the Division—the Agra collegiate school is excluded from the number, as I am not concerned with that institution—had a better success this year in the entrance examination than they had last year. Between them they sent up for this year's examination 54 candidates, of whom 33, or 61·1 per cent., passed the test, one only, however, passing in the 1st division. For last year's

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examination these same 6 schools sent up 39 candidates and passed 17, or only 43·6 per cent. of them, and then too only one candidate came out in the 1st division. The improved percentage of successful candidates shown in this year's results over that shown in the results of last year is decidedly satisfactory, though the fact that only one candidate again this year as last succeeded in reaching the standard of the 1st division has somewhat disappointed expectations.

"The 3 Government high schools showed 19 out of 28 candidates, or a percentage of 67·6 passed this year, against 9 out of 21, or a percentage of 42·8 passed last year.

"The 3 aided high schools showed 14 out of 21 candidates, or a percentage of 53·8 passed this year, against 8 out of 18, or a percentage of 44·4 passed last year.

"In either group of schools the superiority of this year's entrance candidates over those of last year is manifest. Whatever the general success of the high schools of the province may have been in the entrance examination of the year, I think it will be found that the high schools of the Agra Division have fairly held their own.

"I pass now to notice each of the high schools in order:—

111. *Muttra High School (Government).*—"This school achieved a creditable success in the entrance examination, passing 7 out of 8 students sent up, 1 being placed in the 1st division, 5 in the 2nd, and 1 in the 3rd. The Head-master, Babu Atma Ram, B.A., speaking of the result, says: 'I must not omit to mention the names of Radha Ravan and Durga Prasad. The former of these students was the youngest of all the candidates from the Bengal Presidency who passed in the 1st division, and the latter stood highest in mathematics of all competitors from these provinces and thus obtained the Collector's scholarship awarded at the Agra College to the best mathematical scholar of the year.' The 7 successful candidates have all gone on to colleges for study in the First Arts course. One, a Muhammadan, has gone to the Muhammadan Anglo-Oriental College at Aligarh, one has joined the Muir College at Allahabad, and five, the above-named Durga Prasad among them, have joined the Agra College. I do not remember the Muttra school ever to have done so well as it has done this year in the entrance examination. When I visited the school in December last I was well satisfied with the state in which I found it, and on examination of the classes I could see that a good year's work had been done. In all 3 sections the teaching had evidently been very painstaking. I consider the school efficient in all its three grades of instruction—high, middle, and primary. I reported last year that the school building was overcrowded. The attendance has now begun to overflow into the verandahs. On the 31st March last the roll was 281, being an increase of 32 upon last year's return. Four class-rooms are to be added to the building by the municipality, the first to be begun in August next and the four to be completed within 3 years. The fees of the school lodged in the treasury have amounted in the year 1882-83 to Rs. 1,931, or Rs. 81 more than the fees received in the previous year. About one-fourth (not a bad proportion, considering the state of things elsewhere) of the total expenditure upon the school is now met by its fee income. The boarding-house of the school is quite full, having 33 inmates, 9 of whom draw scholarships, the remaining 24 supporting themselves without such assistance. The manager of the boarding-house is M. Ram Dial, the 3rd Master, and he manages the charge well, maintaining good order, while treating the inmates with every consideration.

112. *Hume's High School, Etáwah (Government).*—"Though Mr. D'Mello relieved Mr. Harris of the charge of this institution for the period 20th December to 5th February, yet as a month of that period was Christmas vacation, Mr. Harris may be said to have been in charge for the whole working part of the year. At the beginning of the year the higher section of the school contained 28 scholars, of whom 11 were in the first or entrance class and 18 in the second class. Of the 11 in the first class 9 were sent up in December for the entrance examination, but 4 only of them passed, all in the 2nd division—a rather poor success for a class of which something above the average was expected. The school, as a whole, shows in its statistics for the year steady and satisfactory progress. The average roll has risen from 259 to 289, the average daily attendance from 228 to 249, and the number on the roll at the end of the year from 260 to 322. This last rise of nearly 23 per cent. in the roll necessitates the appointment of an additional teacher to be paid from the fee-income, which has increased during the year from Rs. 1,069 to Rs. 1,251. I visited this school in February and found everything in good order. The classes are large in all sections of the school, but the general tuition in them is sound and effective. The two classes now forming the higher section contain 16 and 18 scholars respectively, and judging from their very good answering before me at my visit, I should say they would do well when they go up for matriculation. The boarding-house, under the excellent management of Munshi Hira Lal, its resident superintendent, continues to attract boys to the school not only from Etáwah but from other districts. It now contains 63 boarders, of whose general conduct the superintendent reports favourably.

113. *High School, Farukhabad (Government).*—"The class for the entrance examination of the year originally consisted of 16 students, of whom 9 went up for the examination, with the result that one only of them failed, the successful 8 passing thus: 2 in the 2nd division and 6 in the 3rd. I know this result to be better than

the average result for the high schools of the province, but, as the Head-master says, a better distribution of the successful candidates among the three divisions might reasonably have been looked for. Still the result is a creditable one and a great improvement upon that of 1881, when 3 candidates only passed, all in the 3rd division, out of 7 sent up. The present two classes of the higher section of the school contain 14 and 17 pupils. I examined these two classes at the beginning of March last and marked them both as advanced and promising classes. The general statistics of the school indicate increasing attendance and increasing fees, the average daily attendance having risen from 140 to 160, the roll at end of the year from 191 to 205, and the fees from Rs. 1,300 to 1,439. It is not desirable that there should be any further increase of roll, for the school accommodation is narrow and not well adapted to the teaching of large classes. The boarding-house is full with 41 inmates, but there has been a hitch about the piece of ground that was promised them as a play-ground, as also about proper out-offices for them, which in the interests of health are sadly needed.

114. *Saint John's Collegiate School (Aided).*—"There was a roll of 507 scholars in this school at the end of this year, an increase of 93 upon the roll of last year. Three is no doubt of the popularity of the school or of the real assistance which it renders to Government in the work of providing for the education of the youth of Agra. The higher section of the school seldom fails to do well, or at any rate fairly well, in the entrance examination. This year the whole of its entrance class of 16 scholars went up and half of them passed, 7 in the 2nd division and one in the 3rd. Last year also half the candidates from this school, 6 out of 12, were successful.

115. *Victoria High School (Aided).*—"The renewal of its donation by the Jaipur Darbar with payment of all arrears has improved for a time the school's finances, but the local support given to the school in the way of subscriptions is still precarious and meagre. The school roll has declined during the year from 324 to 283, but an average monthly roll of 298 has produced an average daily attendance for the year of 253. A daily attendance of 250 or 260 scholars is as large an attendance as the teaching staff which the managers can afford to engage in the school can effectively deal with. Six boys went up for the entrance examination this year and half of them passed, two in the 2nd division and one in the 3rd. The entrance class for the next year consists of 9 students, but having recently examined it, I do not think it likely to do better than its predecessor, for I was obliged to mark it as 'bad' in English and as 'slow and inaccurate' in arithmetic and mathematics. The second class of 7 scholars certainly appeared to me a better class.

116. *Saint Peter's College (Aided).*—"The annual return received from this school shows a total roll on the 31st March last of 106 scholars, of whom 28 are put in the higher section, 17 in the middle section, and 61 in the lower section; these last again being divided into an upper division of 23 and a lower division of 38. The Reverend Rector of the institution has now classified his scholars under the standards of instruction laid down in the new Education Code for European and Eurasian schools, but he still retains an entrance class of 15 boys, which class when I recently examined it I found only a passable class in English and in Latin, but a class of more than average merit in arithmetic and mathematics. For the entrance examination of last December 4 candidates went up from this school and 3 of them passed, 2 in the 2nd division and one in the 3rd. This, though no better a result than the school should show every year, is of course a more satisfactory one than the absolute failure of 1881, when of 5 boys who went up from the school to matriculate not one succeeded in passing the test.

Middle Schools, English.

117. "According to the now recognized mode of reckoning each department of a school as an entire school in itself, there are 13 middle English schools in the Agra Division. These 13 schools show in their annual returns a total roll of middle grade scholars on the 31st March last of 655, against 620 on the same date of the previous year. Three of these 13 schools are schools for Europeans and Eurasians, and one is a native orphanage school that only teaches a portion of the middle English course. These 4 schools do not prepare for or send candidates to the departmental anglo-vernacular examination, though that is the general test for the class of schools now under consideration. The 9 schools (5 Government and 4 aided) that do send candidates to it were represented this year by exactly 100 examinees, of whom 46 passed and gained the certificate. From the 5 Government schools 63 candidates went up, and 32, or 50·8 per cent. of them, were successful. This is an improvement—not large, but still satisfactory—upon the result for 1881, when these same 5 schools sent in to the anglo-vernacular examination 51 candidates and passed 23, or the smaller percentage of 45·1. The 4 aided schools in passing 14, or 37·8 per cent., of the 37 candidates sent up by them show a much improved result this year compared with that of the year previous, when, out of 23 candidates that went up from aided schools, only one succeeded in passing. A very bad performance on the part of the candidates from the aided Saint John's collegiate school (only 2 candidates passed out of 20) with half the failures made in every subject by the whole body of competitors to their name has very seriously damaged not only the result for the 4 aided schools, but

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also the total collective result for the 9 competing schools of the Agra Division. The following are detailed particulars of each of the 13 middle English schools :—

118. *Muttra.*—"On the 31st March last the middle section of the school contained 89 scholars, an increase of 10 upon the number at the beginning of the year. The average roll for the year was 83, and the average daily attendance 70, or over 84 per cent. of the average roll—a good percentage for the town of Muttra. In December last the third class consisted of 25 students, of whom 19 went up for the anglo-vernacular examination, with the result that 5 only of them passed in all subjects and gained the certificate. The class was rather a weak one in mathematics and 12 of them came to grief in that subject. More than two-thirds of the class, however, passed in each of the other 4 subjects. The class would probably have done better had it not lost the services of its proper teacher, Munshi Mewa Ram, the 2nd Master of the school, who, for the six months preceding the examination, was away on deputation at Etah.

119. *Etáwah.*—"The roll of the middle section has risen from 75 to 96 during the year, the average roll having been 88 and the average daily attendance 86 4 per cent. of this last figure. The school did satisfactorily in the anglo-vernacular examination, 10 of its 15 candidates passing in English, 14 in mathematics, 13 in the second language, 13 in history and geography and the whole 15 in science,—and 9 out of the 15 passing in all subjects and gaining certificates. The teachers in this middle section of the school, Munshis Hardeo Prasad, Durga Prasad, and Dwarka Prasad, are men of long experience in teaching and their mode of instruction is very systematic. I have always found the classes under them showing good work.

120. *Farukhabad.*—" The number of scholars in the middle section has decreased by 2, from 80 to 78 during the year. The average daily attendance secured has been 69. The class for the anglo-vernacular examination consisted of 11 students, all of whom went in for the ordeal, 7 of the 11 passing through it successfully. The class made very few failures, only one being marked under each of the 4 subjects, English, second language, history and geography, and science, and 3 being marked under mathematics. In fact, the class scored 87 per cent. of the passes which it could score. The teachers engaged in the middle section of the school have now large classes to deal with in very narrow space, but they contrive to keep the instruction up to the proper mark. All three middle classes passed a very satisfactory examination before me in March last.

121. *Etah.*—" This school does not educate above the standard of the departmental anglo-vernacular examination : consequently it has no higher section, but only middle and primary sections. The aggregate roll of the school has dropped during the year from 80 to 75, the middle section containing 27 of the 75, and the primary section 48, equally divided between the upper primary and the lower primary classes. There has been a slight fall in the fee receipts also, the amount realised this year being Rs. 252, against Rs. 264 of the year before. The Head-master of the school, Babu Chitar Mal, was absent on leave from the beginning of May to the end of October, and Munshi Mewa Rám, B.A., from the Muttra zila school officiated for him, keeping the school in good order and doing his best to prepare for the anglo-vernacular examination the rather weak class of nine boys that he found studying for the same. By the time the examination came on in December, only eight boys remained to go in for it. Three of the eight passed, but of the five failures there was only one that failed at all badly. In point of instruction the school has improved during the year, and at my visit to the school in March last I was much better pleased with the quality of the work shown in all the classes than I had been at my visit of a year before. The attendance of the school is not what it was two or three years ago, but the school-house has only space for about 100 boys, and if an attendance of that number can be secured, it will be enough, provided the Head-master and his subordinates by harmoniously working together will maintain a good standard of instruction in the classes. In the boarding-house of the school there are 16 stipendiary and eight non-stipendiary boarders. These boarders are among the most industrious of the scholars and they all stood high in their respective classes at the Christmas examinations. Two of the three students who passed the anglo-vernacular examination were boarders.

" A surveying class, supported at the cost of Raja Shankar Singh, is held in a room of the zila school building. At my visit to the school I found the class in two sections, a kánúngo section which contained eight students and a patwári section which contained 11 students. The teacher has occasional out-door days with the class, and I was shown some tracings which were said to be plans of fields actually measured by the students. Besides the use of chain and plane-table the students are taught the kánúngo and patwári rules and the filling up of prescribed forms. Some formal lessons in reading and arithmetic are also given. I do not think the class one of much real use, but the Rája apparently wishes to keep it on and to keep it independent of the control of the Education Department. He looks more to the head of the Agricultural Department for advice and rules concerning it.

122. *Mainpuri.*—" Like the school immediately preceding, this school has only middle and primary sections, the roll in each of the same being at the end of the year 62 and 97, or an aggregate roll of 159, an increase of four upon the previous year's

return. There has been a large increase in the fees, the amount for this year being Rs. 513, against Rs. 401 for last year. Both last year and this the school has done well in the anglo-vernacular examination. Last year it passed all its six candidates, three of the passed, gaining scholarships. This year it passed eight out of 10 candidates and again three were scholarship-winners. There is no doubt that the Head-master, Babu Chura Mall, is both a very capable and a very successful teacher. He supervises the lower teaching also with effect. I examined the whole school thoroughly in March last, and was well satisfied with the condition in which I found it. The tuition of all the classes had been carefully conducted and good progress was making in all parts of the school. The number of boarders has fallen from 40 to 23, but this is not altogether a loss, for, as the Head-master says, any number beyond 25 overcrowds the sleeping-space and entails the entertainment of more servants than the boarding-house allowance can pay for.

123. *St. John's Collegiate School (Aided).*—"The roll of the middle section here has increased by 29, or from 52 to 71 during the year. The class for the anglo-vernacular examination originally consisting of 26—the class with which the Director of Public Instruction and myself made acquaintance at an early stage of its career and thought so poorly of—was reduced by December to 20. All these 20 students went in for the examination, but the result was disastrous, 2 only of the 20 passing in all subjects for the certificate. There were no less than 16 and 15 failures in English and in mathematics : 12 failed in the second language and 9 and 5 in history and geography and in science. The class had evidently been very ill-prepared by its teachers. The worst of it is, failures almost equally bad were made by the candidates from this school in the examinations of 1881 and 1880, so that I have been obliged to suggest to the Revd. Mr. Bell, the Principal of the institution, and to the Revd. Mr. Lewis, who for now a year has presided over the school department as Head-master, that there is something wrong with their teaching staff and that changes must be made in it, if their candidates for the anglo-vernacular examination are to achieve a better success in future. At present the tuition is certainly not what it should be in the middle section of their school. The Revd. Mr. Lewis selected 11 students who failed least badly in December and promoted them, with the two who passed, to the higher section of the school: and his class for the next anglo-vernacular examination consists of 27 scholars, of whom 7 are failures of December last and unpromoted, 12 are scholars promoted from the class below, and 8 are new admissions from other schools. Out of this material, by directly supervising the lessons in English and by providing better tuition in mathematics and in orientals, he hopes to bring up a class in December next that shall at least be more worthy of the school than its badly-taught predecessor of 1882.

124. *Victoria School (Aided).*—"An increase of 8 scholars has brought the roll of the middle section in this school up to 58 at the end of the year, against 50 at the beginning of it. Of an original third class of 16 scholars 8 remained on in the class till December and went in for the anglo-vernacular examination, and 4 of them passed. The class had been instructed in English by the Head-master, Mr. Sharman, and only one failure was marked in that subject. The school has not done better than this in any anglo-vernacular examination of recent years. The present third class consists of 15 lads, and at a recent examination which I held of it I found it rather a weak class in its mathematics and geography, but in grammar and the use of English distinctly a class above the average.

125. *Fatehgarh Committee's Schools.*—"There is no higher section to this school. Its middle and primary sections combined show a roll of 142 at the end of this year, against one of 153 at the end of last year. The average daily attendance for the year has been 116, or 81 per cent. of 143 the average roll. A class of 4 was prepared for the anglo-vernacular examination, but 3 only of the 4 went in for it. All 3 passed, 2 of them gaining scholarships, and all 3 have joined the high school of Farukhabad to study for the entrance examination of 1884. It is not often that this school has succeeded in passing more than one candidate at the anglo-vernacular examination. Its success therefore this year in passing 3, and 2 of them within scholarship limits, is regarded as somewhat of an achievement, and has caused much satisfaction to the managers of the school. I examined the school throughout in March last and was much better pleased with its condition than I was at my previous visit of a year before. The instruction had advanced in all the classes, and the teaching had evidently been carried on more systematically and more in accordance with prescribed standards and time-tables under the new Head-master, Pandit Devi Prasad, 10 months in charge, than it used to be under his predecessor, Babu Prasano Dev. Pandit Devi Prasad was formerly in the high school of Farukhabad under Pandit Baldeo Prasad, the able Head-master of that institution, and now in the conduct of his own school he freely avails himself of Pandit Baldeo Prasad's experience and advice. He has certainly done well during the first year of his Head-mastership and improved both the tuition and the discipline of his school.

126. *Mufid-i-Am School.*—"Leaving out a last class of 106 boys, many of them of unexaminable age and all of them the veriest beginners both in English and in the vernacular, the tuition of whom is entrusted to 3 teachers and 2 monitors, this school

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contained at the end of the year 225 scholars, divided into a middle department of 52 and a primary department (74 in the upper division and 99 in the lower) of 173. The school was mismanaged for many years and the present Head-master, Pandit Kidar Nath, well known in the Education Department as a most efficient teacher and school-master, found the school when he took charge of it two years ago in a most chaotic condition. He has succeeded in bringing the school into good order, and is gradually raising the instruction throughout the classes and improving its quality. He had formed at the beginning of the year of report a class of 7 for the anglo-vernacular examination, and in December considered 6 of them fit to stand the trial. Five of the 6 passed, and the success is all the more creditable because when they first came under the Head-master's tuition they were rather poor material. The class for the next anglo-vernacular examination consists of 9 boys, and at a recent examination of it I found it a fairly forward class, its weak point being mathematics. I have no doubt of the Head-master's making the best that can be made of the class before it actually goes up for examination. Out of 20 boys presented to me, on the occasion of my visit, for examination by the upper primary standard I passed 11, and out of 39 presented in the lower primary standard I passed 23. The school-income, amounting with the Rs. 140 grant-in-aid to not more than Rs. 290 a month on the average, does not permit the engagement of very qualified men as teachers; but considering the size of the classes entrusted to them, I think that the present men are earning their small pay.

127. *St. Peter's College.*—" The middle department of this school contained at the beginning of the official year 16 scholars. Eight of these, together with 3 others from the middle department of St. Paul's Orphanage who had been taught with them, have now, after examination by me by a standard not greatly different, so far as English with grammar, Latin, arithmetic and Euclid, geography and history are concerned, from standard VI. of the new Code for European and Eurasian schools, passed on to the studies of standard VII. of that Code. These 11 scholars now in the VIIth standard appear in the annual return of the school as in its higher section, as that would have been their position had the system of classification contemplated in the annual return continued in the school: whereas under the new Code instruction in the VIIth standard only gives them the right to appear as the head class of a middle school. The 17 scholars shown in the annual return of the school as being in its middle department at the end of the year are rightly so placed, 7 of them, with whom are 4 from the middle department of St. Paul's Orphanage, having at that time begun upon the studies of standard VI. of the new Code, and 10 of them, with whom also 4 from St. Paul's Orphanage are joined, having begun upon the studies of standard V. Neither in this middle department of the school nor in its primary department should the 'elementary subjects' of the new standards present any great difficulty to either pupils or teachers, for in those subjects—reading, writing and arithmetic—the new requirements are not much if at all higher than those which pupils of this school have been fulfilling for some three or four years past: but the new 'class subjects' and 'special subjects,' some of which must be taken up under every standard if the school is to retain its present grant-in-aid—Rs. 250 a month—in anything like its integrity, will certainly require very much close attention than the studies included under those heads have hitherto been receiving in the school. Still the master who presides over both middle and primary departments, through a recent introduction to the establishment, is a person of considerable experience in tuition, and under him I do not doubt that all deficiencies will be removed.

128. *St Paul's Orphanage (Boys')*—" Only 8 scholars are returned as being in the middle department of this school at the end of the year. But these 8, though boarding in the Orphanage, were really being taught in the middle department of St. Peter's College, as already mentioned, in standards V. and VI. Under the teaching staff of the Orphanage there was only a primary department of 70 scholars, distributed thus: 6 in standard IV., 20 in standard III., making an upper division of 26: 12 in standard II. and 21 in standard I., together with 11 children, mostly of unexaminable age, in an alphabet or infant class, making a lower division of 44. In reading, writing, and arithmetic, such as can fairly be expected from a primary school, the boys of this Orphanage have always done pretty well: but as in St. Peter's, so here, something sound, systematic, and effective in the shape of lessons in easy grammar and parsing, in geography and in common objects, productions, &c., must be added to the former course of teaching before the instruction can pass as efficient or the pupils earn a good grant for the school. The Reverend Rector of the institution is quite alive to this necessity, and in order to meet it he is reckoning ways and means for some addition to his staff.

129. *Sikandra Orphanage (Boys').*—" There were 167 scholars in this Orphanage school on the 31st March last, 28 being in the middle division, 39 in the upper primary division, and 100 in the lower primary division. The instruction in the middle department of the school is not carried up to the standard of the anglo-vernacular examination. It reaches only a standard equivalent about to the studies of a fourth class in a Government high school. At this stage pupils of the Orphanage either pass to industrial work in the printing press and workshops of the establishment,

or if they desire and are considered fit for further schooling, proceed to the fourth or third class of St. John's collegiate school at Agra. Eight lads from the Orphanage joined St. John's in January last, and probably at the beginning of the rains, when the first half of the present calendar year is over, I shall find some 4 or 5 more ready to follow the January batch. In the upper primary division of the school all the boys learn English with the vernacular, the course comprising reading and writing in both languages, easy grammar, something of the geography of India, and arithmetic up to the compound rules and easy proportion. In this course 15 boys passed at Christmas, some proceeding to the middle department and others commencing an industrial work. In the lower primary division English lessons are begun, but the general teaching is vernacular and comprises a course of reading and writing and the 4 simple rules of arithmetic with addition and subtraction of Indian money and weights. In this simple course 19 boys passed at Christmas last and went on to the upper division. The educational work of the Orphanage is directed by a Head-master, who has been 14 years in that position, and his conduct of the school has from the very first been always recognised as highly efficient and satisfactory.

130. *St. Patrick's Orphanage (Girls').*—"This Catholic institution is the only middle grade girls' school in the division. The annual return received from it shows 106 as the number of girls on the books at the end of March last, and these 106 are exhibited in these returns as thus distributed: 28 in the middle department and 78 in the primary department, 20 of these last being in the upper primary division and 58 in the lower primary division. The real classification, however, of these girls, or at least of 74 of them was under standards VI. to I. downwards of the new education Code, 5 being in standard VI., 6 in standard V., 19 in standard IV., 17 in standard III., 12 in standard II., and 15 in standard I.: and following these was an infant school of 19 children taught in a separate room under a separate teacher. There was, in addition, a class of 13 elder girls who had passed through the school course and had retired from regular schooling, devoting themselves chiefly to assisting the conventual ladies in the domestic concerns of the place and in cutting out and making the clothes of the younger orphans. I examined only a short while ago all the 74 girls that are ranged as above under standards VI. to I., and found them all making good progress in their various studies. The ladies who undertake the tuition of all these girls are very good teachers, and though they do not intend to take up with their pupils all the subjects mentioned under each standard, such as they do take up they may be relied on to teach well.

131. *Middle Schools, Vernacular.*—"Of these, which are the middle sections (first and second classes) of such vernacular schools as educate boys up to the standard of the middle class vernacular examination, there were in this division on the 31st March last 72, with 330 scholars in the first class and 291 in the second class, or with a total roll of 621. On the 31st of the previous March there were 85 such middle sections of schools, with 336 scholars in the first class and 304 in the second class, or with a total roll of 640. In the 85 schools of last year 45 tahsili and pargana schools, the two branch zila schools of Muttra and Etáwah and 38 halkabandi schools were included. In the 72 schools of this year the same 47 tahsili, pargana and branch zila schools are included, but only 25 halkabandi schools, 13 of these latter having been struck off the list of middle schools and reduced to the primary grade during the year. Four such reductions have taken place in the Muttra district, 1 in Agra, 5 in Etáwah, and 3 in Etáh. In this last-named district I think reductions might be carried further, for there are still 7 halkabandi schools ranking as middle schools, and 4 of them have hardly ever succeeded in passing any candidates through the vernacular examination, while the existence of small middle sections in them takes away teaching from the primary classes, which suffer in consequence and are not altogether in a satisfactory state. In the other districts the few halkabandi schools that still remain as 'middle,' though most of them failed this year in the vernacular examination, owing to the very difficult papers set by the examiners in one or two subjects, have generally succeeded in passing a fair proportion of their candidates, and in maintaining also efficiently-instructed primary departments.

"The middle class vernacular examination resulted this year in a failure, or at any rate in a most meagre success, for every Division of the united provinces. The Agra Division, though it sent up 265 candidates from 73 schools this year, against 228 candidates from 87 schools last year, passed only 66 of the former number of candidates against 151 of the latter; or to put the compared results in percentages, only 24·9 per cent. of the candidates passed in 1882, against 66·2 per cent. in 1881. This is a tremendous falling off in the number of successful candidates, and altogether a very disappointing result. Still I do not regard it as betokening any falling off in the quality of the instruction given in these middle vernacular schools. The teachers that prepared the candidates of this year are, with only one exception, I believe, the same as prepared the candidates of last year, and with few changes the same as have prepared the candidates of several past years, and prepared them too with a generally respectable success; for the 24·9 percentage of successful candidates scored at this last vernacular examination is the lowest score—the lowest not by a point or two merely, but by as many as 17 points—that the candidates from this Division have

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over made in any of the 11 vernacular examinations which have as yet been held. It cannot be supposed that these generally successful teachers were overtaken by a sudden incompetency for their work during the past year, or that they had entered into a conspiracy to neglect their pupils. It seems to me, therefore, that the ill-success at this year's examination cannot fairly be attributed to incompetent teaching. The general opinion, and I share it, is that the middle class vernacular examination of this year was made too hard for the average pupil to have had a chance of passing it, even though he had been himself industrious, and had had industrious work spent upon him by his teacher. The paper set in geometry (Books I. and II. of Euclid) was certainly a very severe one for boys only in the middle grade of instruction. I cannot regard the results of the vernacular examination of this year as any real test of the efficiency of my middle vernacular schools. Those results do not, I admit, exhibit any bad school as a good one, but unfortunately they exhibit a large number of good schools as on exactly the same level with the bad.

132. "Very few of the schools of this Division passed as many candidates as they have usually passed in this examination, and only 39 of the 73 competing schools passed any candidates at all. The schools that may be said to have maintained their credit are the branch zila school of Muttra, the Kasganj tahsíl school of the Etah district, and the halkabandi school, Bakewar, of the Etáwah district, which schools passed respectively 6, 5, and 5 candidates. The schools that came next to these were the tahsíli school of Mainpuri Khas and the tahsíli school of Chibramau in the Farukhabad district, each of which passed 3 candidates and may be said to have done fairly. These were followed by 10 schools in various districts which passed 2 candidates each; and these again by 24 schools passing each 1 candidate: and then came the bad record of 34 schools passing not even a single candidate. After this last very ungratifying item it is still satisfactory to be able to state that the schools of this Division, notwithstanding many failures, did better as a body than those of any other Division, whether in the North-Western Provinces or in Oudh. On the whole examination the Agra Division still stands first, a position which it has maintained for now 11 years in succession. I may mention, too, that of some 45 or 50 scholarships awarded on the results of the examination, 22 were won by boys of the Agra Division, and that of these 22 scholarship-winners 6 stood among the first 10 of the successful competitors, the first place of all being taken by a boy from the Hindi branch school of Muttra."

The following are brief remarks on the middle vernacular schools of each district:

133. *Muttra.*—"There are now 11 middle vernacular schools in this district, containing on the 31st March last an aggregate roll in their middle departments of 76 scholars; 7 of these schools are tahsíli and pargana schools or provincial fund schools, one is a Hindi branch of the zila school and is also a provincial fund school, and 3 are halkabandi or local fund schools. All these schools sent up candidates for the vernacular examination, with the result that of the 32 candidates sent up 10 passed, 2 in the 1st division, 3 in the 2nd, and 5 in the 3rd. There was also one candidate who passed in the 3rd division from the Brindaban school, which, however, is not ranked as a middle school. The chief part of the success achieved belongs to the Hindi branch school—a well-taught and well-managed school throughout—from which of 7 candidates sent up 6 passed, 2 being placed in the 1st division, one heading the list, 3 in the 2nd division, and 1 in the 3rd. This probably is as good a result as was shown by any school in the province. Three other schools besides Brindaban passed each a single candidate, *viz.*, the tahsíli schools of Kosi and Chháta and the halkabandi school of Shergarh. The remaining 7 of the 12 schools, *viz.*, the tahsíli schools of Farah, Mahában, Aríng, Sadabad and Rayah (these last two generally very successful in the vernacular examination) and the halkabandi schools of Aurangabad and Gokul (also schools that in most years have passed candidates)—17 candidates going up from the 7 schools—made a complete failure and passed none. At inspection, however, both this year and last, I found all these middle class schools of the district in good order and the instruction (except this year at Farah, where the teaching had been a little slack) satisfactorily efficient in both middle and primary departments. These Muttra schools deserved a better success than they met with in the vernacular examination.

134. *Agra.*—"From the 12 middle schools of this district, which were all tahsíli and pargana or provincial fund schools, 47 candidates appeared for the vernacular examination, but only 11 of them passed, 1 in the 1st division, 4 in the 2nd, and 6 in the 3rd. This result is a long way inferior to the result shown last year for this district, when of 37 candidates sent up from the same 12 schools 24, or a percentage of 64·8, were successful, from which the percentage of 23·4 obtained this year is a sad falling off. Two candidates was the outside number that passed from any of the 12 schools—the 3 schools that secured that amount of success being the Semra pargana school and the tahsíli schools of Bah and Kagarol, this last school passing the only boy of the district, who was placed in the 1st division. The 5 tahsíli schools of Tajganj, Etmadpur, Fatehpur Sikri, Fatehabad, and Iradatnagar, sending up 23 candidates between them passed only one candidate each, though the teaching in their middle departments is fairly efficient and their candidates were mostly considered to be well prepared. Had the examination been only of its usual severity, all these 5 schools would certainly have shown a better result. The tahsíli school of Firozabad and the pargana schools of

Pinahat and Jagner (this last a very ill-taught and neglected school, of which the teacher has since been dismissed) passed no candidate. In the two first named of these three schools the teaching is efficient, above the average indeed in quality, and has in most years resulted (especially in the case of the Firozabad school) in a good proportion of pupils passing the annual test. The Deputy Inspector of the district has been much disappointed therefore at this year's absolute failure of these two schools. As in Muttra so in Agra, the middle vernacular schools are more efficient in instruction (my inspection of them guiding me to this statement) than the results of this year's vernacular examination make them out to be.

135. *Etáwah.*—"There are now 5 tahsíli schools, one Hindi branch of the zila school and 7 halkabandi schools (against 12 last year), or 13 schools in all that rank as 'middle' among the vernacular schools of this district. The first classes of these 13 schools contained 64 scholars, and the second classes 43 scholars at the end of the year, the combined roll of the two classes therefore being 107. The combined roll of the 18 middle schools of last year was 126. The reduction of 5 middle halkabandi schools to the primary grade is thus seen to have resulted in a decrease of only 19 in the roll of scholars receiving middle vernacular instruction. The Hindi branch school, the 5 tahsíli schools, and 6 of the 7 now middle halkabandi schools were represented by 63 candidates at the vernacular examination. The halkabandi school of Kintra was not represented, its first class boys having left the school before the examination came on. The result of the examination was that 14 out of the 63 candidates, or a percentage of only 22 2, passed the test, whereas 41 out of 51, or a percentage of 80·3, passed last year. This district has for years past headed all the districts of the province in the number of candidates passed, and even with its small number of 14 passed this year it still occupies the same position. Its percentage of success however, because its number of candidates was large and because the examination was made unusually severe, has dropped this year to a figure which, instead of being the highest as formerly, is the lowest but one percentage gained by the several districts of this Division. The Bakewar halkabandi school as usual gained the largest share of success, passing 5 out of its 10 candidates. The tahsíli school of Lakhna and the halkabandi school of Sindos passed each 2 candidates, the former sending in 9 and the latter 4 to the examination. Five other schools sending in 28 candidates between them passed each a single candidate; these schools were the tahsíli schools of Jaswantnagar and Bela sending in 4 and 9 candidates, the halkabandi schools of Ajitmal and Ikdil sending in 6 and 3 candidates, and the Hindi branch school sending in 6 candidates. The tahsíli schools of Phaphund and Oraiya sent in each one candidate and the halkabandi schools of Iknor and Harchandpur sent in 8 and 2 candidates, but none of these 12 candidates passed. The majority of these schools therefore met with little or no success at this year's examination, yet they are all in good hands and, as shown at inspection, well taught in all their classes, middle and primary. I hope next year may be a more successful one for them.

136. *Mainpuri.*—" Five tahsíli schools with 32 scholars and 5 halkabandi schools with 15 scholars rank as middle vernacular schools in this district, or 10 schools with an aggregate roll of 47 scholars, these 47 being divided into 25 in the first class and 22 in the 2nd class. These middle classes are very small, and the reason is that they are not fed, as the middle classes are in other districts, by boys from other schools coming up to them with scholarships to read for the vernacular examination, but depend for recruits entirely upon their own primary departments. In this district the few scholarships that are given from the halkabandi funds are not given to boys from primary schools, to enable them to read for the vernacular examination, but to boys who, having passed the vernacular examination, desire to go on for the anglo-vernacular examination. These scholarship-holders feed, therefore, the zila school and not the middle vernacular schools. Hence the middle vernacular classes in Mainpuri are always small compared with such classes elsewhere, and so too the number of candidates sent forward to the vernacular examination is likewise comparatively small. This year 28 candidates went up from 9 middle schools (one of the five middle halkabandi schools, Jasvana, having no first class, sent up no candidates) and 10 of them passed, 5 in the 2nd division and 5 in the 3rd. The 5 boys who passed in the 2nd division passed high enough on the general list to obtain scholarships. The tahsíli school of Mainpuri Khas did best, passing 3 candidates out of 6, all 3 in the 2nd division. The tahsíli school of Karhal did next best, passing 2 out of its 4 candidates, both in the 2nd division and, as said, within scholarship limits. The Sultanganj halkabandi school passed the 2 candidates it sent in, but both in the 3rd division. The tahsíli school of Shikohabad and the halkabandi schools of Illahabad and Sarhupur passed each one candidate in the 3rd division, the first of these three schools sending in as many as 5 candidates, the last two but 2 candidates each. The tahsíli schools of Bhongaon and Kuraoli and the halkabandi school of Khairgarh each sent in two candidates, but passed none. From my own inspection of the Shikohabad school I certainly thought it would have met with more success in the public examination than it did, as I found at the time 3 of the boys who had sat for that examination still in the school (the results of the examination being then undeclared) and thought them good boys all round and extremely well up in all their subjects. How-

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ever this school has not fared worse at the hands of examiners than many good schools elsewhere. There is this to be said for these middle schools of Mainpuri, that, whatever failures their candidates for the vernacular examination may have made, their primary departments at least are all in a satisfactory condition.

137. *Etah.*—" Four middle halkabandi schools were reduced during the year to the primary grade, but just at the end of the year a free school at Soron kept up by the municipal committee of that place was raised (as I think injudiciously) from primary to middle status. The number of middle vernacular schools at the end of the year was 14, of which 7 were tahsíli and pargana schools or provincial fund schools, 6 were halkabandi schools, and 1 a municipal school. The aggregate roll of the 7 tahsíli and pargana schools was 124 scholars, of whom 65 were in the first class and 59 in the second class. The aggregate roll of the seven remaining schools was 50 scholars, of whom 19 were in the first class and 31 in the second class. These figures added together give for the 14 schools 84 scholars in the first class and 90 in the second class, or a total of 174 scholars under middle vernacular instruction. The number of candidates that went up from this district for the vernacular examination was 60. Of these 48 came from the seven tahsíli and pargana schools and 12 from seven halkabandi schools. The result was anything but satisfactory. Of the 48 candidates from the seven town schools nine passed, but five of these nine came from the tahsíli school of Kásganj, which sent in 16 candidates and, passing one in the 1st division, two in the 2nd division, and two in the 3rd division, may be said to have done well, considering the poor performance of most schools in the province, though not as well as it was expected to do or as it usually does. The other tahsíli schools of the district—Aliganj, Etah Khas, Jalesar—passed each one candidate only out of the six, the ten and the nine sent up by them, the Aliganj candidate passing in the 2nd division, the Etah and Jalesar candidates both in the 3rd. The pargana school of Marehra also passed one candidate, in the 3rd division, out of the two it sent up. The Dundwara and Sakít pargana schools sent in three and two candidates respectively, but passed none. The 19 candidates from halkabandi schools all failed, five of the seven schools contributing these candidates, *viz.*, Awa, Badaria, Rajor, Kantor, and Jarani sending up only one candidate each, Patiali and Sahawar sending up four and three respectively. The Kantor and Jarani schools have since been reduced to primary grade schools. All these halkabandi schools have large primary departments in which the tuition is tolerably satisfactory, but they have not as yet shown good results in their middle departments. Of the three pargana schools Marehra is the best. Its instruction has improved during the year, especially in its primary classes, but its middle classes too have made fair progress. The pargana school of Dundwara and Sakít are not successful as middle schools, though both have slightly improved in respect of their primary instruction. The tahsíli schools of the district—Kásganj, Aliganj, Etah Khas, and Jalesar—are all really good schools, presided over by competent men and satisfactorily taught in both middle and primary departments. I think these four tahsíli schools would pass as efficient before any Inspector.

138. *Farukhabad.*—" There are now 12 middle vernacular schools in this district, nine town schools (tahsíli and pargana) and three halkabandi schools, the aggregate roll of the 12 schools on the 31st March last being 129 scholars, of whom 64 were in the first class and 65 in the second. All these schools sent up candidates or at least a candidate to the vernacular examination. In all 34 candidates went up, of whom 12 passed—two in the 1st division, six in the 2nd, and four in the 3rd. None of the successful candidates came from the three middle halkabandi schools, Barhpur, Akbarpur, and Kampil, nor did the town schools of Thathia and Shamsabad pass one. The four last named of these schools failed to pass any candidates last year, and the tuition in their middle departments is certainly very defective, as inspection and the public examination alike show. Last year the Barhpur school passed two of its candidates, and probably it would have passed one or more of its three candidates this year had the questions of the examiners not been quite so hard, for the teaching in the middle department of the school was found at my inspection to be quite efficient, and these very three pupils passed a good examination in all their prescribed work. Of the seven town schools from which the 10 successful candidates passed, four may be considered to have done fairly well in a year of general failure, *viz.*, the Farukhabad city school, which passed two out of its three candidates, one in the 1st division and one in the 2nd ; the Sarai Miran school, which passed two out of its four candidates, also one in the 1st division and one in the 2nd ; the Chabramau school which passed three out of its five candidates, one in the 2nd division and two in the 3rd ; and the Kanauj school—a school that does not now hold the superior place in the Division that it held 14 or 15 years ago—which passed two out of its five candidates. The town schools of Talgram, Tirwa, and Kaimganj passed each one candidate in the 2nd division out of the 3, 3, and 4 sent up by them, and so escaped an absolute failure. In all the seven town schools that had any success in the vernacular examination, satisfactory instruction is found also in their primary departments ; and the same is the case at Thathia, but at Shamsabad, Barhpur, Akbarpur, and Kampil the results of the upper and lower primary examinations show unsatisfactory tuition in the primary classes. The teachers of these unsatisfactory schools have been reported and have received a warning."

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139. The Bareilly High School, under the management of Mr. Phillips, the Head-master, shows very satisfactory results. The entrance class was a large one, and of the 26 candidates sent up 19 passed, 14 in the 2nd and 5 in the 3rd division. In numerical results the school stood second in the provinces, but failed to place any of its students in the 1st division. Of the second class 30 students appeared in the school examination in December. Only 19 passed, but the test was a severe one, the papers having been drawn up as nearly as possible on the lines of those usually set by the university examiners for the entrance class. The best boys in the class were two out of five from Budaun and four out of five from Bijnor. "It is but justice," says Mr. Phillips, "to the Head-masters of the Budaun and Bijnor schools to say that not only have their pupils been well-grounded in their subjects of study, but their quiet and orderly behaviour both in school and in the boarding-house also shows careful moral training. The students from Bijnor especially are in this respect an example to others." Of the third class, comprising 21 students, 13 passed the middle class anglo-vernacular examination, winning five out of the 40 Government scholarships annually awarded to the best boys in the provinces, one of the students heading the general list. These results are very satisfactory. The test is a severe one, but not too severe for a well-taught class of intelligent boys in a well-managed school. Besides the 13 passed students, six who had failed by only a few marks in one or two subjects were promoted to the second class, which has now very promising materials for another good entrance class. This high school is doing excellent work and great credit is due to Mr. Phillips and his staff for the very satisfactory results of the past year. In the middle and lower sections of the school the examination results are satisfactory. The boarding-house has 110 inmates, the largest number that the building will hold without overcrowding, and these boys have continued to be as a rule the best in their various classes. The Head-master says: "It was noted as a new feature in my last year's report that zamíndárs from the interior of the district were sending their sons to our school as boarders. So well satisfied have those been who first made the trial that for eight such students last year we have 25 this year." This is a most satisfactory sign of the zamíndárs' increasing appreciation of a better education, for which they have to pay, and of their growing confidence in the careful management of the high school. Another noteworthy fact is that the number of Muhammadan boarders has increased from 14 to 22, although there is no marked increase in the proportion of Muhammadan students in the school. One Musalman student has been appointed tahsíldár of Bareilly on Rs. 150 per mensem, and three other students have obtained employment in the public service on small salaries.

140. The following remarks on the other high and middle schools of the Division are taken from the report of Mr. Graves, the Inspector :—

141. "The united rolls of the two Government high schools under my control show a decrease of 10 pupils, the number on the last day of the official year being 42, as against 52 in the previous year. As regards attendance, therefore, there is a falling off; but as regards instruction, the results of the year's work are most encouraging, and show a very decided improvement in both schools. In no previous year have the results of the entrance examination been so satisfactory. Whereas last year the two schools combined furnished only eight successful candidates, they have this year passed 14 out of 16 sent up. The Sháhjahánpur school has for the second time passed all its candidates, six in number, and Moradabad 8 out of 10. Such results indicate very careful teaching.

142. "I give below a few details regarding each school :—

Moradabad.—"On the last day of the official year there were 30 students in the school, a decrease of four as compared with the previous year. As stated above, 8 out of 10 boys passed the entrance examination.

"The second class also did fairly, 8 out of 17 examinees having qualified for promotion. Mr. Bonnaud the Head-master, remarks that 'this is a trying class to teach as mathematics, history, and physical geography (subjects taught in the middle section through the medium of the vernaculars), have to be studied wholly in English.' This year the entrance class has 13 and the second 17 pupils. The former contains several good boys and will do credit to the school next December.

143. *Sháhjahánpur.*—"The roll shows a decrease of six pupils, there being now 12, as against 18 at the close of last year. I observed in my last report that the entrance class though small was a good one, and would do creditably in the examination. All the six candidates passed. This is the second time within three years that the school has gained the distinction of passing the entire number sent up. In class II. four out of seven examinees were promoted, so that the new entrance class is also very small, but the four boys composing it are intelligent lads and will do well.

"The difficulty of forming higher classes in this school is very great. Half the boys who pass the middle class examination, as soon as they receive their certificates, leave in search of employment. This year, Mr. Williams, the Head-master, states that four of the best boys who gained certificates have left, and that his present second class is consequently 'a poor one both in number and material.' He also remarks that many of his passed middle students are attracted to the Bareilly High School, where there are a number of local scholarships."

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Middle English School.

144. *Anglo-Vernacular Examination.*—" The results of this examination show no falling off in the Government schools of the Division, but the failure of most of the aided and private schools causes the *general* results to be less satisfactory than those of the previous year, when 32 out of 73 passed. This year there were in all 84 candidates, 31 of whom were successful. The four Government schools furnished 44, and passed 26, or 59 per cent.; the aided schools sent up 17, passing 3, or 18 per cent.; and private schools sent up 23, passing only 2, or 9 per cent. Last year the percentages for the three classes of schools were respectively 59, 25, and 16. The Bijnor school this year takes the first place among the Government schools of the Division, and stands fourth on the general list, its percentage of passed boys being 70. Sháhjahánpur comes next with a percentage of 66, a higher percentage than that gained by any other high school in the North-Western Provinces. Budaun stands third with a percentage of 54, and Moradabad fourth with one of over 45. Compared with last year the Budaun school shows more improvement than any of the others, but all have done creditably.

145. *Government Middle English Schools.*—" The aggregate roll of the four schools shows an increase of 25 pupils, the number at the close of the year standing at 230 as against 205 in the previous year. Moradabad and Sháhjahánpur show an increase of 14 and 11 pupils respectively, Bijnor an increase of one, and Budaun a decrease of two.

146. " The following are details for each school :—

Moradabad.—" There are at present 83 pupils on the roll. The results of the middle class examination though fair were not so favourable as those of 1881, only five out of 11 candidates having been successful. These results, however, are not inferior to those in most of the other schools, and two of the five passed boys have been awarded scholarships, having gained the 11th and 35th places respectively on the general list. The failures were chiefly in mathematics, a subject taught by Munshi Bhagwan Das, an excellent teacher, who last year passed every boy he sent up. In languages and science the whole class passed, and only one boy failed in history. I observe that of all the Government middle schools in the North-Western Provinces and Oudh, Moradabad and Jhánsi are the only two that show no failures in English. The fourth and fifth classes acquitted themselves creditably, 13 out of 18 in the former, and 20 out of 32 in the latter, having received promotion.

147. *Sháhjahánpur.*—" The roll number has risen from 43 to 51. Eight out of 12 candidates passed the middle class examination, but none of them stood high enough to obtain a Government scholarship. The fourth and fifth classes consisted at the close of the year of 11 and 17 boys respectively, and out of these six were promoted from the former and 12 from the latter class. The present middle class (third) contains 19 boys, about half of whom are fairly good.

148. *Budaun.*—" There are at present 52 pupils in the middle section of this school, as against 54 last year. When I inspected the school in November last I found 11 boys preparing for the middle class examination. The Head-master had never had a high opinion of the class, but I found some very intelligent lads in it and remarked at the time that five at least should pass. The whole class was sent up and six were successful. The results are therefore much better than those of the previous year when only five out of 15 passed. The fourth class did not do well in languages, and only six out of 12 were found qualified for promotion. The fifth did better, 14 out of 24 having been advanced a class.

149. *Bijnor.*—" The roll shows an increase of only one pupil, the present number being 44. Ten candidates went up for the anglo-vernacular examination and seven passed. One of the three who were plucked failed in Persian only by three marks. Two out of the seven passed boys were holders of vernacular scholarships gained by previous success in the middle class vernacular examination. Such boys invariably do well in zila schools, for being well up in all subjects taught through the medium of the vernaculars, they are able to give nearly all their time and attention to the study of English. The present third class consists of 14 boys, five of whom are vernacular scholarship-holders. It is a good class and ought to do well in the next examination. I may here mention that four boys from this school went up for the Roorkee entrance examination and all passed. As I remarked last year, there are but few middle schools in these provinces showing better work than this one. During the last six years it has passed 35 candidates in the anglo-vernacular and eight others in the vernacular examination.

150. *Municipal English School, Pilibhít.*—" This school teaches up to the middle class standard, but as yet has not passed a single boy. The Head-master sent up four candidates and all failed. I found the classes generally deficient in arithmetic and dictation. The staff of teachers is too weak for a middle school. There should be a 2nd Master on Rs. 40 or Rs. 50, a graduate if possible, or at least a First Arts man. At present the Head-master has to teach all the subjects in the two upper classes, and to supervise the various branches attached to the school as well as the lower classes of his own department.

Aided Middle English Schools.

151. "There are Mission boys' schools of Moradabad, Sháhjahánpur, and Budáun, and the Bareilly girls' orphanage.

152. *Moradabad Mission School.*—"When I visited the school in January last I found a roll of 13 pupils in the middle section. The results of the middle class examination were not satisfactory, only one out of eight candidates having passed. I did not find the school in a satisfactory state. The classes were on the whole better taught and there was more order and regularity than under the former Head-master, but still there was vast room for improvement. The mathematical teaching was very poor, and it was mainly in mathematics that the middle class candidates of the year failed. The unfavourable results are, in my opinion, due to defective training in the lower classes. There are teachers enough in the school, but all of them are very poorly paid. I have suggested to the managers that they should have fewer teachers, and that these should be more liberally paid. The school has lost a very efficient superintendent by the departure of the Revd. Mr. Parker for America. The present superintendent, Mr. Gill, will no doubt take measures to remedy the defects I have noticed.

153. *Lodhipur Orphanage.*—"There are 22 boys in the middle school, as against 17 last year. In the middle class examination the school has been more successful than for many years past, the two candidates sent up having passed successfully. The industrial branch continues to be kept up, and arrangements are made for teaching various trades during a part of each day. This branch of the instruction is, in my opinion, most important, for very few of the orphans are likely to carry on their studies to a point at which they will have a fair chance of entering on any profession for which a certain measure of literary or scientific attainment is needed, and it is therefore all the more necessary that they should be fitted by good training to earn a livelihood by some manual or mechanical trade.

154. *Budaun Mission School.*—"Up to the year 1877 this school received a Government grant of Rs. 60 per mensem. At the beginning of that year the grant was entirely withdrawn, and for five years the school was maintained as an unaided institution. Last year it received a grant of Rs. 30, and has consequently again come under departmental inspection. I saw the school in November last and found 15 boys in the middle section. Of these five were sent up for examination and all failed. The results were no worse than I had expected. Three of the five candidates had formerly been in the zila school, but on being degraded on account of unfitness for their class, they joined the Mission school and were admitted to the class corresponding to that for which they had been found unfit in the Government school. The Head-master of the Mission school has therefore only suffered just retribution in the total failure of boys whom he chose to admit without due inquiry and without requiring the production of a certificate from their former master.

155. *Bareilly Girls' Orphanage.*—"There are 24 girls in the middle section, as against 27 last year. Two girls went up for the middle class examination, but both failed. The standard was undoubtedly beyond their attainments, but it is creditable to the girls that they should have *tried* to pass. Many of the girls read English and translate very fairly, and have a good knowledge of history and geography.

Middle Vernacular Schools.

156. "To this class belong the upper sections of all Government vernacular schools and of the Sherkot aided school. Mission vernacular schools have not yet attempted to teach up to this standard. The results of the vernacular examination have been most disastrous. Never has there been failure so general, so lamentable, and, I may add, so utterly unexpected. Last year 66 schools sending up 229 candidates passed 69 This year, out of 224 candidates from 61 schools only 10 passed. Of these 10 nine belonged to Government schools and one was a private student. It is difficult to know to what causes to ascribe this complete breakdown I did not expect such favourable results as those of last year for the following reasons :—(1) the standard had been raised ; (2) the minimum marks previously allowed for the *vivâ voce* examination had been greatly reduced and the marks gained for this branch of the examination used to help on candidates a long way ; (3) the mathematical papers were too difficult, much more so than those set for the anglo-vernacular examination ; (4) a new geographical text-book was used. These causes would undoubtedly tend to diminish the number of successful candidates, but they are not sufficient to account for so utter a collapse. My own examinations of all sections of these schools left quite as favourable an impression on my mind regarding the great majority of them as in previous years.

Government Middle Vernacular Schools.

157. The number of these, owing to the reduction of several village schools, has decreased, but the number of scholars has increased. Last year there were 71 schools with a roll of 566 pupils. There are now 65 schools with an agregate roll of 587. Of these 65, 33 are town (tahsíli and pargana), and the remaining 32 village or halkabandi schools. Of the 33 town schools, 29 furnished 126 candidates, passing only six, and

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of the 32 village schools, 25 sent up 61 candidates, only two of whom passed. The ninth successful candidate belonged to the Bijnor zila school. Details regarding each district are given below :—

Bijnor.—"There are in this district six tahsíli and four halkabandi middle schools. All of these sent up candidates, but the only successful ones were the tahsíli schools of Bijnor, Chandpur, and Najíbabad and the Habíbwala village school. The first named passed two boys, the others one each. Among the schools that failed are some of the best in the Division. The Nagina school had 18 pupils in its middle section when I saw it, and the second class had been thoroughly well taught. The Dhámpur school brought up six boys for examination in the second class, and all passed. The Nihtor pargana school had greatly improved. The Rehar and Seohara village schools are long-established middle schools, which have passed candidates year after year. This district at least should have done much better, and to me its almost total failure is unaccountable. The number of pupils on the rolls of the 10 middle schools has risen from 123 to 154.

158. *Moradabad.*—"This district has eight town and three village middle schools with an aggregate roll of only 81 pupils. Ten of the schools sent up 31 candidates among them and all failed. The schools have not yet attained anything like the degree of efficiency reached in the neighbouring district of Bijnor, but some have improved since last year, and I looked for better results. In many of them, however, I found the teaching in mathematics and geography very defective. At Kant the second class did very badly in dictation. The lower classes at Sirsi were very weak in arithmetic, and at Sambhal the upper classes did badly both in mathematics and geography. So also classes II. and III. at Chandausi. The Moradabad and Hasanpur schools did well in my examination, and I sympathize with the teachers in their great and unexpected disappointment. Last year such candidates as these schools sent up this year would almost certainly have passed.

159. *Budaun.*—This district has 17 middle schools, no less than 10 of them being village schools. The aggregate roll shows a decrease of two pupils only, the number being 163, as against 165 in the previous year, but as 3 middle schools were closed during the year, there has been no actual falling off in numbers. Five town and eight village schools sent up 38 candidates for the middle class examination, but all failed. Last year 14 passed. The district has several very good schools and one of the most able and experienced Deputy Inspectors in the North-Western Provinces.

"Mr. Darrah in his last report remarked that he believed Muhammad Mohi-ud-din to make a nearer approach to honesty than most natives in his position. Yet this district, after years of steady progress, does not furnish a single successful candidate.

160. "The Budáun and the Islamnagar schools did well in my examination, and the Sahaswan and Bisauli schools very fairly. The teacher of the Gunnaur school complained of the difficulty of the Euclid paper, and with justice, for the paper would not have been an easy one even for the university entrance candidates ; but even had the paper been a moderately easy one, I doubt whether the candidates from this school would have passed, unless they had been better prepared than some of the classes examined by me. The Ujhani pargana school had improved, but sent up no candidates for the middle class examination. The Bilsi school will never be anything but a middle school in name. The numbers had fallen and the first class had disappeared. The townspeople show no desire for advanced instruction and are unwilling to pay the small fee demanded. I have strongly recommended the reduction of the school to the status of a primary one. It is useless to force higher instruction on people who do not want it or who do not sufficiently value it. Supported from halkabandi funds and opened free to all, it would probably become a flourishing elementary school instead of being, as it is now, a languishing middle one.

161. *Bareilly.*—"The number of middle schools stands at 11, five of them being tahsíli schools, and the roll number has risen from 81 to 88. The five town and four village schools furnished 27 candidates and passed only two in the 3rd division, one belonging to the Bareilly tahsíli, the other to Atarchheri halkabandi school, a wretched result as compared with that of the previous year, when 15 boys passed. But even had no change been made in the scheme, and had the examiners been more lenient than they seem to have been, the district would not have taken a high place this year, judging from the results of my own inspection. Aonla, a large and well-filled school, I found in a most unsatisfactory state. The teacher had been away on sick leave for some time, and his assistants had grossly neglected their work. They were all fined by the committee. At Nawabganj there had been much sickness, and, moreover, the people care little for the school, most of the boys in the higher section belonging to neighbouring villages. The Faridpur and Shâhi schools satisfied me, though the former was weak in arithmetic.

162. *Shâhjahânpur.*—"The number of schools is eight as against 10, and that of scholars 49, as against 62 in the previous year. The district has thus lost two middle schools and 13 scholars. Twenty-two candidates went up for examination and only one passed : this boy belonged to the Pawáyan school. The result has naturally been most disappointing to all concerned, and to none more so than myself. The district, which for many years has been the most backward in the Division, had begun to show marks of improvement under the energetic management of Munshi Ishri Parshad, and it was

confidently expected that each succeeding year would show more or less progress. No exertions have been wanting on the part of the Deputy Inspector, but as far as the middle class examination is concerned his labour has been fruitless. Notwithstanding the results of this examination, I have no hesitation in saying that the general state of the schools is very satisfactory. The Tilhar school is an excellent one. Mr. Lambe, lately in charge of educational business in the district, remarks—'The boys are well taught, and more important, they are not taught like parrots.' The failure of the Shâhjahânpur school, which sent up candidates for the first time, is, I am certain, not due to defective teaching or to any want of care on the part of the teachers. At Katra I found evidences of good teaching, such as I had never before observed in the school. The only tahsíli school that did not come up to my requirements was the Jalalabad school, being generally deficient in history and geography. The removal of the teacher to a primary school has been recommended.

163. *Pilibhít.*—"This district has the same number of schools and scholars as it had last year, *viz.*, eight of the former and 52 of the latter. Two out of the eight are tahsíli schools. These two and six halkabandi schools sent up 18 candidates, passing none. Both the tahsíli schools did very fairly in my examination, notwithstanding that there had been much sickness in the district during the year. Bisalpur school has long enjoyed a good reputation and had seldom failed to pass at least one or two boys until this year. Most of the village schools are good ones, and they are well supervised by M. Karamat Ali, who, as remarked by Mr. Whalley, 'has been active in visiting and examining schools, and diffusing among the people an appreciation of the benefits of education.'

Aided Middle Vernacular School.

164. "This is the Sherkot school in the Bijnor district. Last year it passed a boy in the 1st division. This year its four candidates failed, but the preparatory middle class did well in my examination."

The above remarks will show that, though the results of the middle class examination have been most disappointing, there is no reason to suppose that education in the Division has retrograded. The results, exceedingly poor and unsatisfactory as they are, are abnormal. My own firm impression, confirmed by the committee's reports of last year, is that the general efficiency of the teachers is improving and that there are many signs of progress.

ALLAHABAD DIVISION.

165. Mr. Dodd, the Inspector, reports as follows :—

"Of the *Zila High Schools*, in that of *Allahabad* there has been an increase in the number of scholars in the upper sections, with a corresponding falling off in the primary classes. Thus the total roll and the attendance remain as in the year preceding. The tuition-fees show but a slight increase—some Rs. 80 only, and the Headmaster is of opinion that the charges or rates for the high and middle divisions of the school might be properly or advantageously raised. The state of instruction in the Allahabad school continues generally satisfactory. From the high section, 17 candidates passed the last entrance examination, three in the 1st division, nine in the 2nd, and five in the 3rd. No other school in the North-Western Provinces passed a greater number, though the passed percentage of the total number which went up from Allahabad is not so great as it has been in years previous. The Allahabad entrance class has of late years been an extremely heavy one, and the teaching is most laborious, and it cannot be expected that so high a percentage of passed competitors can be obtained in a class of 50 and upwards as may be shown in those of 20 or less, such as entrance classes generally number. (For the current year the Allahabad entrance class contains 59 students, and it has been found necessary to break it up into two sections, to be respectively taught by the first and second masters). The second class varied a good deal during the year in point of numbers, the average of which was 33. At the annual examination the second class did well in English and mathematics. In their second language paper the questions in Persian were unusually difficult. The results in history and geography were by no means satisfactory. Twenty-five promotions were made from the second class into the present entrance. From the middle division, the third class sent up 23 candidates for the departmental middle class anglo-vernacular certificate. Of these only nine got through in all subjects, the failures being chiefly in mathematics and Persian. The mathematics papers were not unreasonably difficult, and it would appear that that subject had been somewhat neglected for English, in which latter the class did particularly well. Of the remaining classes in the middle school, the fourth has not done well; out of 53 examinees, 13 only passed in all subjects, most of the failures being in history and geography. Twenty-seven were allowed to go up to the class above. The results of the examination of the fifth class were very good, and 46 boys were promoted. The upper primary classes are the sixth and seventh. At the beginning of the year the former was taught in two sections, which were subsequently doubled up into one. At the final examination, of 39 boys examined, 22

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passed in all subjects, and 28 were promoted. In the seventh class 27 out of 3 examinees acquitted themselves creditably, three obtaining double promotion. The very heavy lower primary classes—eighth and ninth—were taught with considerable industry and patience, and the results were very satisfactory. The boarding-house attached to the Allahabad school has provided accommodation to about 30 scholars latterly under a new and experienced superintendent.

166. "The *Cawnpore Zila (High) School* shows a considerable increase on the returns of last year as to number, attendance, and tuition-fees. The instruction, too, has been more successful. From the high section, of the ten caniddates who went up for the Calcutta University entrance nine were successful. From the middle school, the third class presented 10 candidates for the departmental certificate, six proving successful. Of these, two were placed sufficiently high to obtain the Government scholarship. (There are at present nine Government scholarship-holders in the Cawnpore school, and likewise nine with scholarships from local distribution.) The boarding-house continues inconveniently full, and the Head-master has been instructed to stop admissions beyond present numbers. A fourth additional teacher has been sanctioned to meet the wants of the rapidly-increasing primary classes; further aid, however, is required and the Head-master (like that of the Allahabad school) would suggest that the rates of tuition-fees be increased, to admit of the employment of a more numerous staff.

167. "The *Bánda Zila (High) School* returns give some slight increase over those of the preceding years. The examination results, too, show a less unsatisfactory state of instruction. For the entrance three candidates out of the five got through, with nothing higher than the second grade. The second class was a very small one, and has sent up five examinees to form the present entrance class. In the middle school class three sent up ten competitors for the departmental certificate. Five obtained full pass marks. During the year the Bánda school has been removed to new quarters.

168. "Of the Middle Class Zila Schools, that of *Jaunpur* continues the largest and most popular, notwithstanding the existence of an aided Missionary High School in its immediate neighbourhood. The school suffered during the year from frequent changes of masters and teachers, and the class instruction fell off as might have been expected. No pupil from this school obtained the departmental certificates. The fee income shows an increase on that of the previous year, and the Municipality has aided the funds of the school by providing for the salaries of two additional teachers. The lower primary classes are very heavy, and require each to be broken up into two sections, to be successfully taught. Further additions to the teaching staff are necessary to the carrying out of such arrangements. A boarding school for Muhammadan boys has been opened through the exertions of the local officers, and subscriptions are now being raised for similar provision for resident Hindu students. As at present intended, these boarding-houses will be under a superintendence distinct from that of the Head-master or his assistants.

169. The *Fatehpur Middle Zila School* building was destroyed by fire during the annual midsummer vacation, with the loss of nearly all school furniture, records, &c. The president of the local board has taken steps for providing a new school-house, and in the meantime temporary class accommodation has been afforded. Notwithstanding this misfortune, the school shows no falling off, the numbers and receipts continuing to increase. The top class passed three competitors for the departmental certificate. Fourteen promotions were made into the middle section of the school, and an equal number went up from the lower primary to the upper. Two extra teachers have been allowed to meet the requirements in these largely increased classes. The boarding-house for the Fatehpur school continues a very useful feature in spite of the cramped and ill-adapted rooms afforded. There have been all along upwards of 30 inmates, and these, with only three exceptions, pay their own expenses without the aid of scholarships.

170. "The *Hamírpur Zila (Middle Class) School* continues the smallest and least popular of any similar school in the Division. After continuous years of failure, the third class sent up six candidates for the last departmental examination. Of those three got through. The Inspector examined the Hamírpur school twice during the year and found some slight general improvement. As has been observed on previous occasions, no marked continuous progress is likely under the direction and management of the present Head-master.

171. "*Aided Schools.*—The Boys' and Girls' High Schools in Allahabad continue to be by far the most advanced and efficient schools in the Division, both continuing annually successful in the Calcutta University entrance examinations. In the *Girls' school* the numbers are still increasing, the roll number being now upwards of 170. An extension of class room accommodation is already needed and will soon become a necessity. The high section of the Allahabad girls' school at present consists of two F. A. candidates, an entrance class of nine candidates, and a very promising second class, numbering nearly 40, successfully taught in two sections. These classes include six pupil-teachers.

172. "The Allahabad *Boys' High School* also shows considerable increase, especially in the boarding-house, where the numbers are treble what they were a year ago.

The classes have benefited by the appointment of an assistant Head-master, who gives his time equally to both of the schools. Plans have been drawn out for new dormitories and a reading-room, and the erection of the building will be begun at once. Of the *Saint Mary's Convent Schools*, the day school has much improved in numbers and classification, but, as remarked on a previous occasion, the teaching of English in the upper classes is not as efficient as it should be. The *Cannington Girls' School* already shows a great falling off, both as to numbers and instruction, and the school is in a very inefficient condition.

173. "The *Muirabad (Parish) schools* show no growth or improvement. Boys now find their way to other schools where the teaching staff is more numerous and efficient and the instruction of a higher kind There is little hope for any improvement as to numbers or status until sufficient funds be forthcoming to render the school more attractive. At present neither pupils nor teachers remain for any length of time, an argument that the school perhaps is not a real necessity.

174. "The *American Presbyterian Mission School* has declined during the past year. A new and intelligent Head-master has lately been appointed, and it is expected he will soon be able to show an improved standard in both English and arithmetic. The vernacular branch of this school has fallen off lamentably. The *Colonelganj subscription school* still suffers greatly from the want of more commodious and better arranged class rooms. The school is a very useful one, and not undeserving of a special grant for a building.

175. "The *City Free School* classes have temporarily been greatly reduced, from the prevalence of much local sickness, and it has been requested that the Inspector will postpone his annual examination. This school therefore (together with the neighbouring *All Saints' School*) will be reported on in October next. In *Cawnpore* the *Memorial School* continues to send up and pass candidates for the Calcutta University entrance. The instruction is generally satisfactory. The Cawnpore *Girls' School*, which has since been added to the aided school list, was also examined fully, and the classes were found to be efficiently taught and managed. The *Girls' Orphanage* has declined, and the instruction is not satisfactory. Admissions to this school have now, for some months, ceased, so that the future of this home is not a promising one. Of the *S. P. G. schools* in Cawnpore, the primary classes, in the Ramganj, are in a more efficient condition than perhaps they have before been.

176. "In the *Christ Church High School* there has not been given the requisite amount of energetic and laborious teaching to obtain efficient and satisfactory results. The classification and conduct of the school, however, together with its tone and discipline, are very commendable. In the *Ordnance Factory School* the numbers have decreased, and it is desirable that efforts be made to strengthen the classes. The discipline of the school has been improved, but the methods of teaching require attention and amendment, as suggested by the Inspector. The *East Indian Railway School*, too, is not nearly filled. The classes are taught and managed with much care and earnestness, and it is to be regretted that so good a school is not more popular and better attended. The attention of the Manager has been drawn to this matter. In *Jaunpur*, the *Church Missionary Society* High School has been improved in its classification and in the actual attendance as compared with the numbers borne on the registers. In instruction, however, there is room for very much improvement, and some of the lower and heavier classes require to be re-organised and more sufficiently handled.

177. "In the district of Allahabad, in the town of Kara, there is a newly-opened *unaided school*, designated the *Rafa-i-Am* school. Its chief feature is the anglo-vernacular school, professing the middle class standard. As yet the upper classes are very weak in both numbers and instruction, while the primary division is very heavy and requires much work to be thrown into it. For the anglo-vernacular classes there are eleven teachers, with five others for Persian lessons. A separate and purely Oriental branch is conducted by two masters of Arabic and Persian. In a separate building was shown a class then engaged in reading, or chanting, the Kurán. Preparations were being made for arrangements for training boys to trades' work. The expenditure during the past year had been, it was stated, over Rs. 6,000, including the erection of school buildings, which sum, as well as a current monthly expenditure of Rs. 300, had been met by public subscription. Everything, however, as yet presents an incomplete and unfinished appearance. The class room building requires alteration and to be better adapted. The staff of teachers is an imposing one—on paper. The efficiency of some of the members is doubtful. There is much to be done in the way of organisation and classification, and in admission and attendance registration. Thirty-seven per cent. of the boys collected were Hindus, the school being essentially a Muhammadan school. The efforts for the founding and maintenance of this institution have been almost entirely made by Maulvi Farid-ud-din, the Subordinate Judge of Cawnpore, and are deserving of recognition and encouragement.

178. "Reviewing generally the present state of education in the Division of Allahabad, there is much ground for satisfaction at the progress which has been made and for the improved standard arrived at.

SECONDARY INSTRUCTION.

Government Vernacular Schools, Middle Class.

179. "Judged by the results of the late departmental examination these schools have done very badly, 14 certificates only having been obtained for the whole Division, *viz.*, eleven by the tahsíli schools and three by those halkabandi schools which have been allowed to teach up to the middle class standard. In the year preceding 55 was the number of successful candidates from these schools, and such a great falling off in one year would call for special enquiry or explanation were not the failures so general throughout the provinces.

180. "In the *district* of *Allahabad* there are nine provincial middle class vernacular schools, as last year. They number on the rolls 385 pupils, of whom 307 were examined by the Inspector. Of these, 187 (or 61 per cent.) obtained pass marks. The percentage of efficient schools is 56. Of these the Daranagar and Syyad Sarawan schools are exceedingly good ones. In the first named the teachers are industrious and efficient, and while the first class has passed two candidates for the middle class vernacular certificate (one in the 1st division), the junior and primary classes have been well looked after and taught throughout. The Syyad Sarawan school was similarly successful at the departmental examination, passing two candidates, one of whom has been appointed an additional teacher, paid from local funds. Next in order of merit come the Sirsa, Phúlpur, and Kathowli schools. The Sirsa classes present evidence of considerable industry. The first class, of six, was well prepared, and its failure to obtain even one departmental certificate was a stroke of ill-fortune not merited. The growth of this school has necessitated the appointment of a third teacher, provided for by the District Board. The Phúlpur school is a good school in its middle and upper sections. The Kathowli (pargana) school, for one of this grade, is weak in point of numbers, and the instruction throughout not equal. The third class has been taught its arithmetic very insufficiently. Two candidates, from the first class, competed unsuccessfully for the departmental certificate. Next in efficiency rank the Karchhnán and Soraon schools. The Karchhnán school has been stationary now for a long time. The numbers continue very small, and the teacher, though honest and a man of industry, is of but poor acquirements and without any local personal influence. The youths of his first class had been up for the departmental test some *three* times, and as often failed. The Soraon school is still disappointing. Some classes are wanting, all the lower ones are small and meagre, and the lowest, or seventh class, has been completely neglected. This school has not been fortunate in its teachers. The Manjhanpur and the Handia schools class far below all the others and, ranked even as primary schools, are pronounced failures. The Manjhanpur forms are from the third downwards, and are miserably small until we reach the seventh class. The Manjhanpur or Sirathu tahsíl has never yet provided material for a school of anything like the middle class standard, and it is to be regretted that at present the prospect of any great improvement is still distant. The Handia school was last year broken up as an Urdu school and reconstituted Hindi. As foretold, the old pupils have left, and there has not yet been time for new classes to have been raised from below.

181. "In the *Fatehpur district* there are seven provincial middle class vernacular schools and four halkabandi schools professing to teach up to that standard. The seven provincial schools number 354 boys, of whom 222 were examined. Of these only 60 (or 27 per cent.) obtained pass marks. One tahsíli school only (Kishenpur) deserves really to be graded as 'efficient.' Of these the Kishenpur, Hussainganj, and Khajua schools rank first in order of efficiency. The Kishenpur school, which has greatly improved under a new teacher, passed one candidate for the middle class vernacular, and it is expected, now that a successful start has been again made, that the progress of this school will continue much further. The Hussainganj school is less satisfactory in its instruction. The first class, which passed one youth for the middle class vernacular certificate, had received the chief attention, while the Inspector found that clases II., III., and IV. had been neglected. The teacher's pay has been raised by the Secretary at the expense of the teacher of another school; but, unless the Hussainganj school be now more evenly and fairly taught, such increase of pay might be justly withheld again. The Khajua school, which used to be the most successful, has fallen off considerably. The teacher has grown manifestly careless and lazy. Next in efficiency is the Mandwa school, which sent up two competitors for the middle class vernacular, both of whom failed. The second class is similarly weak in instruction, notwithstanding it has been strengthened by the addition of three scholarship-holders from halkabandi schools. Nor is the third class less unsatisfactory in its instruction. A new and additional teacher for the lower classes has now been brought in. The Kora, Bindhki, and Sah schools are still in a most lamentable condition. The tahsíldár suggested, as a first means of improvement, that the location of the school be changed. The teachers certainly should be removed. The Bindhki school has neither a first class nor a third, while the second is supported by outsiders—boys with scholarships from halkabandi schools. The primary classes are miserably small, and the few boys in them have been taught nothing. Two new and competent teachers have been lately appointed, who, it is

hoped, will be able to do something effective by way of raising this school out of the truly lamentable state in which it has now long remained. Bindhki is one of the largest and most flourishing grain markets in this Division, but the people unfortunately have not the slightest inclination towards schools and education. Nor can the Sah school be spoken of much less unfavourably. The Inspector found a first class of one boy who had been up for the middle class vernacular examination and had failed. The second class was composed of two outsiders only—boys drafted from halkabandi schools—while the third and fourth classes each presented but *two* boys who knew nothing. The people of Sah are chiefly to blame for this very unsatisfactory state of the school, and they declare the strongest objection to the payment of school fees. The tahsíldár is of opinion that if fees be abolished, at least in the lower classes, boys might be induced to attend the school, and such recommendation will be made to the District Board. Of the four halkabandi middle class schools, that of Kot is the only one which can be ranked as an efficient school. The Bargaon school (which passed one pupil through the last middle class vernacular examination, like those of Asani and Sarowli, is an instance of a teacher giving his attention to one or two youths preparing for the departmental annual examination, to the neglect of all other classes.

182. "The *district* of *Cawnpore* has twelve provincial middle class vernacular schools, and twelve halkabandi schools are allowed to teach up to that standard. Of the twelve provincial schools, ten were examined by the Inspector, the Secretary of the District Committee taking the two remaining. The ten schools numbered 588 pupils on the rolls. Of these, 502 were examined and 278 passed successfully. This gives a percentage of passed examinees of 55. The percentage of efficient schools is only 30. The tahsíli schools at Generalganj, Ghatampur, and Pukharaian have much improved during the year and are in a generally satisfactory state. The Generalganj school has for the first time passed a candidate for the departmental certificate, while the lower classes do exceedingly well. The Ghatampur school, under its new teacher, has risen very considerably, and the Pukharaian school has resumed its place among the best tahsíli schools in Cawnpore. The Narwal school, which hitherto has stood about first in the list, has declined. Of eleven pupils in the first class who went up for the annual examination, one only got through. In the Akbarpur school, the Persian branch has grown much smaller, the pupils having taken to the several subjects of vernacular instruction, with a view to the departmental examination. The Persian teacher has consequently joined with the naib teacher in conducting the lower classes, with the result that the primary section is better informed and classified that it has been for a very long time. At Bithur, where the school has failed regularly for some years, a new teacher, on promotion from Chaubepur, has been placed in charge. As yet he has not had time to raise efficient upper classes, and the first and second are still much below the required standard. From Shiuli the tahsíli school has been removed, and the pargana school (from Sachendi) brought to Shiuli. These changes have been accompanied by a transfer of some teachers, and the school has consequently not made any progress since it was last inspected. The remarks made by the President of the District Board, at the time of his tour visit to the Shiuli school, are not of a very favourable nature. The Shiurájpur school has only lately been constituted a middle class (tahsíli) school, and there has not yet been sufficient time for its development to the standard and efficiency professed under its new status. The school, however, promises well. The Derapur and Rasulabad tahsíli schools are the most unsatisfactory of any in the district. In the Derapur school some slight improvement perhaps is visible, due to the exertions of the second teacher, who has to fulfil the duties of both the Persian and naib teacherships. The senior teacher, as more than once before has been pointed out, is quite beyond work. The Rasulabad school presents no hopeful sign. It has before been suggested that this school be located in some less unfavourable situation. As at present situated there is little material to feed it, beyond that supplied from among the few children of the members of the tahsíli amla. Of the 12 halkabandi middle class schools, not one has this year succeeded in passing any candidate for the middle class vernacular certificate. The Nunari, Sakhrej, Dalipnagar, and Aterúipalpur schools are respectably efficient throughout. The remainder are generally instances of the abuse of the privilege allowed. The teacher in each, hoping to save himself by getting one or more youths through the annual departmental examination, has lazily allowed the whole of the remainder of the school to go quite uncared for.

183. "In *Hamírpur* there are seven provincial vernacular schools of the middle class. These number 603 boys on the rolls, of whom 482 were examined at the annual inspection, 186 examinees (or 39 per cent.) having passed successfully. The percentage of efficient schools was 29 only. Of these, the schools at Maudha and Sumerpur have pulled up to very fairly efficient rank. The senior teacher at Maudha (who is a man of considerable influence in the town) is paid to teach the *primary* classes, for which alone he is qualified, and which he does well. The more advanced teaching is by the second teacher, whose pay, it has been recommended, should be raised accordingly. The Maudha school is in a more satisfactory state than it has been for some time. Similar is the case with that at Sumerpur. The seventh or lowest class is the only one which has not been properly looked after, and

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this is partly accounted for by a changing of naib teachers. The Mahoba and Ráth schools, which were for years the best by far in the district, have of late fallen off very much in instruction. At Mahoba the numbers are ever increasing, and have grown much too great and unwieldy for the present staff and accommodation. Up to the third (inclusive) the classes are immensely large, and in the seventh were found 68 boys, to be taught by one assistant teacher, which is simply impossible. At the third class is a block. Beyond this stage fees are required, and the boys, or rather parents, decline to pay and go on further. Since the numbers throughout are so impracticably large, it has been suggested to the committee that fees might fairly be charged on the lower classes likewise. The Ráth school is very disappointing. In this case the teacher, probably, is to blame. He is a man who did well with the Kharela school, and who was brought to Ráth on promotion, since which time he has relaxed his efforts and grown careless and without due interest in his work. His upper classes are very insufficiently taught. The Jalálpur school does not, in spite of considerable attention, do at all as it should. The tahsíldár suggests its removal to Maskura, the seat of the tahsildári. The halkabandi school in Maskura is doing steadily well, and would form a very good nucleus for a tahsíli school there. This suggestion has been made known to the District Board for its consideration. The Kharela school has gone down rapidly, and is now in a more unsatisfactory condition than that of any similar school in the district. This is almost entirely the fault of the teacher, who has grown careless and lazy since favourable notice of his work was taken two years ago. His top classes, from I. to III., have alike been disgracefully neglected. The Kulpahar school is looking up at last. It has received the services of a promising young teacher from the normal school, who has made a good beginning. He has as yet no first class, but a fairly well-prepared second class will now go to fill the vacancy above. A very unfit naib-teacher had been appointed to the lower primary classes, and his removal has been recommended. Of the four halkabandi middle schools there is but one deserving the privilege, *viz.*, that of Kabrai, which sent up the only successful candidate from the Hamírpur district. The Jeitpur school shows some slight improvement, but is at the same time far below the standard of a middle class school. The Kurára school is very disappointing. In spite of the new appointment of a very good teacher, the instruction is very unsuccessful. The state of the Srinagar school is simply disgraceful, and will, it is likely, continue so under the lazy and careless teacher (Doulat Rai) who has for years been in charge of the classes.

184. "In *Bánda* there were eight provincial schools inspected of the vernacular middle class. These numbered 395 pupils, of whom 329 were examined and 152 passed with credit. The percentage of passed examinees is thus 46, and of efficient schools 38. The Bánda (Sadr), Sindhan, and Kamasin schools are now in advance of the remainder. In the town school great attention is paid to writing with neatness and to correct spelling, &c., but the boys' acquaintance with arithmetic, throughout, is very insufficient, and much below examination requirements—six youths went up and failed for the last departmental examination. The Sindhan school has much improved. Both teachers have worked well, and their success has already been marked by their promotion. The classification is slender, but complete and sound. In the Kamasin school the instruction is very respectable, but the numbers in the classes are very weak, and there has been but little promotion during the year. This defect is chiefly in consequence of a change of the head teacher. The Mataund school has much improved in its classification. In Karwi the vernacular school is still backward, though improved on the condition of last year. Similarly the instruction in the Mau school has been improved and is now respectable. The numbers in each class, however, are very small. A new building here (as at Rájápur) approaching completion, will, it is expected, add to the attractiveness and size of the Mau school. The Bisonda school has no classification higher than that of a primary school, but the boys so far are fairly taught by an old teacher who is incapable of anything more advanced. A competent and certificated teacher from Rawai, for the upper classes, is about to be appointed in addition. The Rájapur school is perhaps the least efficient. There is no first nor second class, while the instruction of the third and fourth is of the weakest kind. The lower primary school is in fair order. An excellent school building has lately been completed at Rájápur, and this togther with the recent new appointment of a senior teacher, will, it is hoped, soon raise this school out of the state of inefficiency in which it has now for long remained.

185. "In *Jaunpur* there are six provincial middle class vernacular schools. Of these four were examined by the Inspector and the remaining two by the Secretary of the District Board. The four schools numbered 274 pupils and 235 were presented for examination. Of these 138 passed successfully. Thus, the percentage of passed examiners is 59, and three schools out of four were efficient. The Machhlishahr and Kerakat schools are in a very satisfactory state, both as regards numbers and attendance as well as instruction. They are now the best schools of any district in this Division. The Sháhganj school has greatly improved. The second class is composed entirely of scholarship-holders, and should certainly secure some departmental certificates at the next annual examination. The pargana school of Mungra Badshahpur is the only

one of which complaint can be made. The arithmetic of the boys is very unsatisfactory from class V. upwards, and the younger boys, in class VI., read badly. Four halkabandi schools in this district have now been allowed for the first time to take up the middle class course and extend the classification accordingly. Of these four, those at Senapur and Marhi are good schools and likely to succeed. The Sujanganj school has not made so promising a start."

BENARES DIVISION.

186. The following remarks on the high school, with its middle and lower departments, attached to the Benares College, are taken from the Principal's report :—

"The number of boys reading in the school in December, 1882 was 482, against 468 in December, 1881. At the end of March, 1883, the number had increased to 497. The corresponding number in March, 1882 was 509, a figure which would again have been reached or even exceeded this year if it had not been for the circumstance of a considerable number of boys, who on the result of last year's examinations were denied promotion, leaving the collegiate school and getting themselves admitted into other schools. Out of the 497 boys, 81 are reading in the high school, 202 in the middle school, and 214 in the primary school.

187. "Of the 54 students who underwent the entrance test examination, 40 were allowed to appear in the entrance examination—an apparently somewhat too lenient proceeding, as not more than twelve students passed, eight in the 2nd and four in the 3rd division. The failures were most numerous in English and mathematics. The present entrance class comprises 41 students. The entrance classes had of late years become so large that the teaching of the more difficult subjects which devolved on the unaided Head-master had become an exceedingly trying task. In the current year arrangements have been made to relieve the Head-master of a part of his work, Babu Lakshmisankar Misra, whose time is at present not fully occupied in the college department, having undertaken the mathematical instruction of the entrance class.

188. "The results of the middle class anglo-vernacular examination were, I regret to say, as bad as ever, only two out of 34 boys passing. The English and the mathematics of the class, the two subjects in which the worst failure occurred, had, as in former years, been entrusted to Babus Sajiwanlál and Hargopál Sen, whom previous failures and warnings must have made aware of the absolute necessity of strenuous exertions in order to bring about better results.

189. "Eighty boys out of 85 were successful in the upper primary school examination, 40 out of 44 in the lower primary school examination. The remaining classes were examined by the Head-master, the Professor of Mathematics and the senior masters. All but one section of the seventh class showed satisfactory results.

190. *Boarding-house.*—"The number of boarders amounted to 75 in the beginning of the year under report. It had risen to 86 in March. The general health of the boarders is reported to have been satisfactory."

191. The following remarks on the other high schools are taken from the report of Mr. DeMello, the Officiating Inspector :—

High Schools.—"In the Benares Division there are 10 high schools, one Government, eight aided and one unaided. All these schools were represented at the entrance examination, the result of which has been in every way more favourable to the Division than it was last year. The 10 high schools of the Division sent up 78 candidates and passed 30, while the number last year were 68 candidates and 16 passed.

192. "The results of the middle class anglo-vernacular examination is quite as unsatisfactory this year as it was last year. Fourteen schools of the Division sent up 123 candidates and passed only 20, and last year 135 were sent up and 22 passed.

193. "The Victoria School, Gházipur, sent up 16 candidates and passed five. The weakness of the school is in English, in which eight failed.

194. "The anglo-vernacular school, Ballia, did remarkably well. It sent up six candidates and passed five. The one who failed, failed in one subject, second language.

The Government school, Mirzapur, sent up 10 and passed three. The weakness is in mathematics, second language, and English, in which the failures were 6, 4, and 4 respectively.

195. "The Church Mission School, Azamgarh, sent up six and passed two, and the Church Mission School, Basti, passed two out of four candidates. The remaining schools either passed one each or failed entirely.

196. "The Revd. Mr. Hewlett, Principal, London Mission College, Benares, writes :—'With respect to the middle class anglo-vernacular examination, I would submit that a minimum of 40 per cent. of the marks in each subject is much too high a standard for the third class. This examination, in my opinion, needs considerable modification.'

197. "The Revd. Mr. Davis, Principal, Jaynarain's College, remarks :—'In the middle class examination 14 were sent in at the examination. All failed in English and mathematics, two passed in the second language, one in history

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and geography, and three in science, *i. e.*, according to the extravagantly high standard adopted in this examination of the third class.'

198. "I cannot agree with either of these gentlemen. To lower the standard of this examination in any way is, in my opinion, most unadvisable. The results of the entrance examination are at present unfavourable to a large number of schools, and I think I am not mistaken when I say that lowering the standard of this third class would most effectually render the results of the entrance examination inevitably disastrous.

199. "Having noticed in general here the results of the two written examinations which test the efficiency of high and middle class schools, I will make a few general remarks on the schools separately.

200. *Mirzapur Zila School.*—"The changes in the staff of teachers, both English and Oriental, have been unusually great. I will not enter into particulars, but will simply remark that these changes have been in every way for the better; and in the place of negligent, insubordinate and mischievous teachers, the Head-master has zealous, obedient and intelligent assistants, and thus aided, he has been, in spite of adverse circumstances, able to show satisfactory results.

"The following particulars are taken from his report:—

"'There are on the books 181 against 173 of the preceding year on the English or regular zila school side, and 232 against 191 in the classical and vernacular departments, making a total of 413, against 364 of the preceding year, an increase of 49 scholars. It is worthy of note that 413 is the largest number the school ever had on the rolls. The fee income amounted to Rs. 1,318, against Rs. 1,359-7-6 of the year before. The average daily attendance of the whole school was 264·73 against 246·95. Classifying the pupils according to religions, I should say that there are 316 Hindus, 94 Musalmans, 5 Sadhs, and 4 Jains.'

"At the entrance and middle examinations the schools appeared to advantage. Nine boys appeared at the entrance and five passed, three in the 2nd division and two in the 3rd.

"Ten boys appeared at the middle class anglo-vernacular examination and three passed in all subjects. Ganga Prasad obtained a very high place, standing fourth on the list.

Aided High Schools.

201. "The London Mission College is under the able supervision of the Revd. J. Hewlett, M.A., who in sending his annual statistics writes:—'It is known to you, I believe, that at the beginning of this year we thought it right to yield to a request often made to us to affiliate our institution up to the B.A. standard of the Calcutta University and to open in it a B.A. class. On doing this it seemed best also to change the name of the institution from London Mission High School to London Mission College. You will be interested in knowing that the number in attendance is considerably greater at present than I had ever known it before.'

202. "The attendance (463) is large and satisfactory. The results of the several examinations show there is ample room for improvement, specially in the middle and primary classes. At the entrance examination four candidates were successful, and at the middle class the failure was complete, not a single student having passed. The upper and lower primary classes of 116 and 299 passed 25 and 35 respectively. The total cost of instruction for each pupil is for higher classes Rs. 68, for middle classes Rs. 26, and for primary classes Rs. 13, and to Government Rs. 30, 12, and 6 respectively.

203. "The two other high schools in Benares are Jainarayan's College and the Bengalitola school. The attendance at both these schools is large, but the instruction is far from satisfactory. The numbers which pass at the two important examinations, entrance and middle class, have for some years been very small. This year they have each passed one at the entrance examination. The Bengalitola school passed one at the middle class anglo-vernacular examination and Jainarayn's College failed altogether. As these schools seem to be popular and well attended, I am inclined to think that an addition to the grant would enable the Managers to improve and strengthen their staff and raise the status of the schools to the prescribed standard.

204. "The Principal in his annual report writes:—'One pupil passed the entrance examination in the second class at the close of the year, having never offered himself as a candidate before, while others who had been trying before again failed. In the examinations of the Panjab University of May last one of our pupils, Bal Ram, who had headed the list the year before by a long interval in the first or Pragya examination, was again first in the second or Visharad examination of the same University; while in the Pragya examination for the year our pupils occupied the 2nd, 4th, 7th, and 16th places in the list. These pupils are still pursuing, their studies for the higher examination for the present and following years. About 20 years ago Jainarayan's was affiliated to the Calcutta University, but as of late years the Society has only been able to supply one English teacher, the affiliation has during the period remained a dead letter, in that we have not the staff required for carrying on pupils through the First Arts and Degree examinations.

The consequence is that Jainarayan's is put to a disadvantage in comparison with other schools, and though our numbers do not diminish on the whole, we have comparatively few who continue their studies up even to the entrance examination, and, as a necessary result, still fewer succeed in passing this as the test of our higher English work.'

205. "The Bengalitola school is comparatively small. The roll number is :—

I.—High classes	...	...	...	35
II.—Middle „	...	...	...	81
III.—Primary „	...	...	...	152
		Total	...	268

I give an extract from my remarks in the Visitor's book after visiting the school :—'I find an increase in number and attendance since my last inspection. The school did not appear to advantage at my examination, nor was it successful at the entrance and middle class anglo-vernacular examinations, as only one student passed in each of the examinations. The numbers in the first four classes examined by me are satisfactory, but I cannot say much in favour of the instruction. The classes are below the prescribed standard, but as it is the beginning of the year every allowance will be made. I trust the classes will be better prepared for their examinations by the end of the year. The Head-master was absent last year when I visited the school; he is absent to-day. The school needs his supervision."

206. "In the London Mission School, Mirzapur, the highest class passed two boys at the entrance examination, and the third class failed entirely at the middle class examination. I give my remarks made in the Visitor's book after inspection :—'The three highest classes, I., II., and III., were either examined or being examined, and I looked into the lower classes. The fourth class does not appear to advantage in grammar and geometry. The fifth class was passable in geography and grammer, sixth class good in dictation and grammar. The classification requires to be attended to. There are 53 boys, nearly half the number on the roll of the English Department, in the lowest class, while the two classes immediately above have only 10 and 11 each.

'The Hindi and Persian departments are very low and measures should be adopted to improve them and raise them to a position to send up candidates to the middle class vernacular examination.'

Church Mission School, Azamgarh.—"This school has for years been working successfully under Babu G. C. Bose, an old experienced teacher. At the entrance examination five candidates were successful, and at the middle class anglo-vernacular examination two—a result more favourable than that of the other aided mission schools of the Division.

207. *Gorakhpur Church Mission School:*—"Passed three candidates at the entrance examination and one at the middle class anglo-vernacular examination. My remarks in the Vistor's book will give further particulars :—The present Head-master has just assumed charge of his duties, and so has the 2nd Master. There has been likewise a change or two in the staff of junior teachers. The school has made a fresh start, and of course was not prepared for an examination. I observed some of the teachers instruct their classes and feel convinced that the Head-master, to work his school successfully, must actually personally supervise it; be careful in the promotion of the boys from class to class; and, above all, he must initiate his junior teachers in the art of teaching, in which they are grossly deficient.'

208. "Ghâzipur has two aided schools, the Victoria and the German Mission, both of which were visited by His Honour the Lieutenant-Governor, North-Western Provinces. The Victoria School passed four candidates at the entrance and five at the middle class anglo- vernacular examination, and the result on the whole may be considered satisfactory.

209. *Victoria School, Ghâzipur.*—"It seems hardly necessary to enter into details, as the school has an established reputation. For years it has been successful at both the entrance and middle class anglo-vernacular examinations, though this year I am afraid, the third class will not appear to advantage, as the boys are backward in history and geography, and in geometry too there is ample room for improvement. With an able Head-master and a good staff of teachers the school should continue to show good results.

German Mission School, Ghâzipur.—"I examined the school and agree with the Revd. Mr. Lorbeer that the first and third classes will not appear to advantage at the coming examinations. There has been great sickness this year and both boys and teachers have suffered. The school has for years been working successfully.

210. *Oriental High Schools.*—"The Oriental High Scheols in the Division are :—

(1) Government School, Gorakhpur.
(2) Oriental Department, Mirzapur School.
(3) Chashma-i-Rahmat Aided School, Ghâzipur.
(4) Oriental Department, Victoria School.

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"As usual a competent Board of Examiners, consisting of M. Muhammad Musa and Munshi Muhammad Kutub-ud-din, both scholars of acknowledged reputation, was appointed, and I am glad to record the result of the examination is in favour of these schools. As Oriental High Schools they should send up candidates to the entrance examination of the Punjab University and to the Benares College Sanskrit examination. Mirzapur has already been successful at the Benares examination. I have impressed on the Maulvis in charge of the Arabic and Persian departments of these schools the necessity of adapting their course of studies to the standard prescribed for matriculation by the Panjab University, and I am glad to record that measures have been taken to carry out my suggestion.

211. "The following are extracts from the report of the Board of Examiners:—'The first and second school classes of the Chasma-i Rahmat School stand first in order of merit. The school sent up the largest number of candidates and did remarkably well, passing all the candidates sent up for examination. Next comes in order the Victoria School. With the exception of one examinee, all the others passed an excellent examination. The second class of this school contains a very small number of pupils and was also found deficient in grammar. The third class in this school, having surpassed the second class of the Oriental school, Gorakhpur, was spoken of very highly by the Examiner. The Mirzapur Oriental department made its first start this year and passed well; however, attention should have been paid to idiomatic translation from Persian into Urdu, and the answer papers properly arranged.'

Middle Class Aided Schools.

212. "There are several schools of this class in the Division, and all of them under good management and supervision. The most important, the most successful, and the one which aspires to be a high school is the aided school at Ballia, and an extract from my remarks will give full particulars :—'The school has improved in every way, in number, in classification, and in instruction. At the last middle class anglo-vernacular examination the school was very successful. Seven candidates were sent up and six passed, and the one who failed, failed only in one subject. The result of my examination was satisfactory, and considering the large numbers under instruction, the small staff of teachers have, one and all, worked with zeal and efficiency. They have raised their school in number and in instruction to the standard of an inferior zila school, and, as far as my experience goes, this school now stands second to none of its class in these provinces."

213. The aided school of Basti, managed by the Church Mission, is thus reported on by the Inspector, Mr. Constable :—"The four boys of the first class went up for the middle class examination and two of them succeeded in passing it. To-day I have tested classes II.—IV. in some of their subjects of study, and I think the remarks made by the secretary, Mirza Nisar Ali, on March 13th, 1882, regarding the weakness of the upper classes in parsing, translating, and mathematics very true. Benares has two schools, the Chauk and the Orderly Bazar School, both acting as feeders to the high schools here.

214. "The institutions in Sigra, under the supervision of the ministers of the Church Mission, are working successfully. The Revd. Mr. Treusch writes of the normal school, the girls' orphanage and the girls' industrial school :—'I would first make some remarks on our chief work here, *i. e.*, the management of the normal and industrial school and the girls' orphanage, and I say our work, because Mrs. Treusch takes a most active part in carrying on the work in these three institutions. The household affairs rest entirely upon her, and many other duties which could not possibly be done by any one else than a lady. Mrs. Treusch gives regular assistance in the normal school, her work being the teaching of translating from Urdu into English and the superintendence of the practising in teaching of the first class girls whenever I have no time to do so; she superintends likewise the classes engaged in translating from English into Urdu, besides helping me in giving the singing and harmonium lessons.

'The connexion into which the girls' orphanage has been brought with the normal school has answered very well indeed. Much good, I trust, will come out of it. One of the orphan girls, who finished her course in the normal school in December has already gone to Meerut, where Miss Hœrule has engaged her in zenana work.

'I am very thankful we were not obliged to break up the industrial school. This institution is self-supporting, offering to our Christian women an opportunity of earning their bread, and to our normal and orphan girls that of getting well acquainted with needle-work, as well as other kinds of work of which young women ought to have a good knowledge. It is only the voluntary work of the normal school girls which enables us to make this school self-supporting and to carry it on; the orphan girls also are gradually taught to assist this institution by working for it; some girls have therefore begun lace-making and others are taught finer needle-work.'

215. "Of the boys' orphanage, Sigra, Mrs. Walton writes :—'We have been favoured by visits from several friends of missions this year, all of whom have expressed themselves highly pleased with the routine of the institution and the thoroughness of our teachers' work, as seen in the ready answers given by the boys when examined. When the Marchioness of Ripon visited the mission in December

last, the party expressed themselves pleased with the neat apperance and warm clothing of our Christian orphan boys. On the occasion of these visits our friends have been interested in the durri department. I will take advantage of this opportunity to say that we have good reason to believe our durries, *i. e.*, carpets, compete very favourably with any in the market.'

216. "Mrs. Johnson, in charge of the city girls' schools, writes:—'We have, however, just obtained three normal school girls from Mr. Trensch, and so have been enabled to fill up vacancies. As to statistics, the average daily attendance of girls has been 323, the number on the books being 360. This shows an increase of 17 during the year. While staying in Benares, Lady Ripon kindly consented to pay a visit to Sigra. The girls were assembled in the compound to meet her Ladyship, and she expressed herself much gratified with what she saw of the work going on.'

"I strongly recommend the two orphanages, boys and girls, and the industrial school as excellant institutions deserving of an increase to their grants.

217. "I close my review of middle class schools with extracts from my remarks on the three schools for European and Eurasians in the Division:—

"(1) *Mogulserai Railway School.*—I visited the school to-day and had an attendance detailed below:—

Classes	I.	II.	III.	Total.
Roll	4	6	4	14
Present	4	6	4	14

I cannot say there has been any great progress either in number or in instruction, though, considering all circumstances, the working of the school has not been unsatisfactory. At my last inspection there were 15 boys and to-day I have 14. In history, geography and arithmetic the standard is the same as it was last year, the reading and dictation are certainly better in both the upper classes. There has been great sickness among the children, and this will account for the result not being more satisfactory. The discipline is good, and the mistress has evidently her heart in her work and has done her best for the improvement of her pupils. I saw some needlework which was much to the credit of the little girls.

218. "(2) *Ghâzipur School.*—I visited the school and give the number and attendance below—

Classes	I.	II.	III.	IV.	Total.
Roll	6	5	1	9	21
Present	6	5	1	9	21

I examined all the classes in all their studies, and on the whole consider the result satisfactory. Looking at the Visitors' book, I find that the school has been visited by the Revd. Mr. Mitchell three times during the year. In September the school was examined very carefully by the Archdeacon of Calcutta, and great credit is due to Miss Kelly for the efficient manner in which she has conducted the school, and now that she has an assistant, I have no doubt she will show still better results. The school well deserves the grant it receives.

219. "(3) *Municipal School, Benares.*—I visited the school and was sorry to see the number on the roll as well as the number present so very small. On roll, 10; present, 6. Referring to the register of attendance, I find that the average on the roll and the average attendance for the year have been 12 and 10 respectively. I examined all the children present and consider the reading and pronunciation good, the dictation and writing fair, and suggest more attention to arithmetic, grammar, and geography. Mr. Caldwell, the master in charge, understands his work and appears very gentle and kind to the children, both boys and girls, and it is a pity he has not a larger number of pupils to teach, for I feel sure he would do them ample justice. The Revd. Mr. Etherington is single-handed and is fully entitled to the thanks of the municipality for his management and supervision of the school, and were he assisted by some of the ministers in the station, doubtless the school would improve in every way.

Middle Class Vernacular Schools.

220. *Benares.*—"Of the four middle class vernacular schools in the district, two tahsili and two halkabandi, the Chandauli tahsili school has declined very much. The number on the roll has fallen from 55 to 40; the examination results are unsatisfactory, and in its present state, both as regards instruction and attendance, the school is hardly up to the standard of a good primary school. The Benares tahsili school shows an increase of 7 on the roll, and one out of six candidates passed the middle class examination. The second class boys are below the prescribed standard and as a tahsili school with a large number of scholarship-holders, the efficiency of the upper classes generally should be higher. Of the middle class halkabandi schools, Tripat satisfied the Inspector at his examination, but of the Rasulpur school not a single boy of the second class was present, and the state of the lower classes was not satisfactory. Of these four schools, the Inspector examined 120 boys and passed 61. Two schools have improved, one is stationary, and one has declined.

221. *Basti.*—"There are 11 middle class vernacular schools and 10 were examined by the Inspector. Hainsar is the only one unexamined. It has generally done well, and it maintains its position this year. At the middle class examination it did

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not fare well. That 11 middle class schools should succeed in passing only three candidates is far from satisfactory.

222. "All the tahsíli schools were examined. The number on the roll was 467, the number examined 168, and the number passed 94. The progress statement is in their favour, as I have placed four under the head of improved and one stationary. I should like to see a larger attendance in these schools. The highest number on the roll is 81, and the lowest 56. Tahsíli schools should have at least an attendance of 100.

223. *Mirzapur.*—"Of the five middle class schools of the district, the Inspector examined 200 boys and passed 95, placing four schools under the head of improved and one under declined. The Bhadowi pargana school is as bad as ever. There is no first class, and the second class has only three boys who have been studying for two years, and are yet below the prescribed standard. Of the Gopiganj tahsíli school, out of six candidates three passed the middle class examination, and on the whole the instruction has improved. The Chunar tahsíli school continues to work successfully, and has improved both in numbers and instruction. The Ahraura tahsíli school also continues to work well.

224. "The five middle class halkabandi schools examined by the Inspector are nearly on a par, both as regards attendance and instruction, with the tahsíli schools. The roll number was 356, the number examined 130, and the number passed 68. Two are stationary and three have declined.

225. *Gorakhpur.*—"There are 15 middle class vernacular schools in the district, seven tahsíli and pargana and eight halkabandi. The failure of these schools at the middle class vernacular examination may, to some extent, be accounted for. It is a matter of regret that 15 schools were able to pass only five candidates. All these middle class schools, Dhám excepted, were examined by the Inspector. The number on the roll of these 15 schools was 1,207, the number present at examination 520, and the number passed 237. In the progress statement I have placed three under the head of improved, 9 stationary and three declined or fallen.

226. "The middle class halkabandi schools have a good attendance, appear to be appreciated by the people, and some of them have been working successfully for years.

227. *Ballia.*—"The number of the middle class schools is the same as it was last year. There are three tahsíli, two pargana and one halkabandi, in all six. In every other respect they appear to advantage. Last year I found 503 on the roll and this year 583, showing an increase of 78 pupils.

228. "The number of pupils examined and passed by me last year and this year are given below, showing an increase in favour of this year.

	Examined.	*Passed.*
1882	222	84
1883	240	111

These schools have all fair numbers on their rolls. Rasra has the largest, 110. Sahatwar brought the largest number for examination, 63, and Bhilsad passed the largest number, 26.

229. *Gházipur.*—"There are in all 13 middle class schools, four tahsíli, three pargana, and six halkabandi, and they were all examined by me. I will report on each separately. Nowli and Gahmar are the best schools in the district and stand on a par with the best schools in the Division. They have upwards of a hundred each on their roll. Their classification is satisfactory and their instruction is efficient. The head teachers of both schools are good men, and I have had no occasion to find fault with them. At the middle class examination of 1881 the schools were very successful, and it is to be regretted they have failed this year. Saidpur tahsíli school comes next in the order of merit, and the teacher well deserves the promotion for which I recommended him. His school did well at the middle class vernacular examination of 1881, but it has failed this year. Reotipur and Bahariabad come next. They have both upwards of 80 pupils, and the instruction on the whole is satisfactory. The former passed one candidate in 1881, but both have failed this year. The Gházipur tahsíli school has improved in number and instruction. Its upper classes, however, are small and not quite up to the prescribed standard in instruction. The Korantadih tahsíli school has fallen in number and in instruction, but as the teacher has recently taken charge he can hardly be blamed. Making a summary of the above, I have to state that I examined all the seven tahsíli and pargana schools from the second to the sixth class, the total number of examinees being 388, and I passed 202. I consider six schools to have improved and one only fallen. There are six middle class halkabandi schools in number with 482 on the roll. Birpur takes the lead. It has upwards of 90 on the roll. Its classification is satisfactory and the result of examination to its credit. Sherpur has upwards of 90 on its roll, and the upper classes on the whole did well at my examination. The fifth class failed signally. Deokali has 80 on it roll. The second, third, and fourth classes have fair numbers and are well instructed. The fifth class is miserably low. Bilahri has only 60 on its roll; the instruction, however, in all the classes appears satisfactory and the teachers should be rewarded. Burhanpur and Sahawal schools I have placed under the head

of fallen. Thus of the six schools examined two have improved, two are stationary and two fallen.

230. *Azamgarh.*—"At the Mehnajpur tahsíli school the attendance has decreased. The boys are weak in history and geography, but all the classes did well in arithmetic, and the second class answered very fairly in Euclid. Of the Nizamabad school, the second class passed a good examination in Euclid and arithmetic and answered tolerably well in other subjects except physical science. The second class of the Máhul school requires the attention of the teacher in many subjects, as the Inspector could not pass a single boy in arithmetic, grammar, geography, or elements of physical science. The boys of the lower classes passed a fairly good examination. The number of boys reflects credit on the Azamgarh school, and the results of the Inspector's examination were fairly satisfactory. The Jianpur school passed a very creditable examination. The Muhammadabad school is a small one. Only one boy of the second class attended the Inspector's examination, and he did badly. The third class did fairly, except in arithmetic. The Mau school is weak in many subjects."

JHÁNSI DIVISION.

231. Munshi Sohan Lal, the Inspector, says:—"The seeming decrease of 4 in the number of schools, 19 against 23 for the preceding year, is due to the exclusion of 4 schools, tahsíli and pargana, which, having no middle classes, were wrongly classed as middle schools in the last report.

232. "The result of the middle class examinations compares very unfavourably with that for the previous year, only 10 boys out of 54 having passed, against 21 out of 64 in 1881, from the Government schools of the Division. Of these 10, 4 passed the anglo-vernacular and 6 the vernacular examination, one out of each set obtaining a Government scholarship. This unfavourable result is attributable chiefly to the higher and harder requirements enforced by the revised rules which came into effect in the course of the year.

Middle Schools (English).

233. Of the 19 middle schools, 4 with a total enrolment of 55 at the close of the year, against 61 for the previous year, are English; *viz.*, the upper sections of the three inferior zila schools of Kálpi (Jalaun), Jhánsi, and Lalitpur, and the Kúnch municipal anglo-vernacular school (Jalaun). Brief remarks on each of the 4 schools follow:—

234. *Kálpi (Jalaun).*—"The roll and average daily attendance (*i. e.*, in both the middle and primary departments taken together) have risen from 74 and 53 to 80 and 62, which appears to be the largest attendance the school has had ever since its establishment in 1872 with a corresponding increase in the fee receipts, being over Rs. 222, against Rs. 213 for last year. The number of boarders has increased from 11 to 20, 5 of whom are stipendiaries, receiving a halkabandi scholarship, the rest being self-supporters. The whole of the third class, numbering 4 boys, was sent up at the middle class examination, but only one boy passed, the other 3 having failed, all in English, and one each in mathematics and science. At my own examination in the beginning of January last, the third and the fourth classes acquitted themselves badly in English, and the latter particularly so, but the fifth was fair in general. In the vernaculars Hindi was well got up in all the three classes, but Persian and Urdu were bad; while the results in mathematics were far from satisfactory.

235. *Jhánsi.*—"Here also the enrolment and attendance have improved, being 77 and 65 against 74 and 58, and the fee receipts risen from Rs. 208 to Rs. 236. The long-felt want of a boarding-house in connexion with the school has at last been supplied, and all the three zila schools in the Division are now suitably provided with that needful accommodation. The inmates number only three at present, one of whom is a halkabandi scholarship-holder, and the other two self-supporters, but will gradually increase. All the 5 boys composing the third or the top class were sent up at the middle-class examination, but 2 of these had left the school by the time the examination came off. The 3 who remained all passed, and one of these has obtained an entrance scholarship and has proceeded to the superior zila school at Cawnpore to prosecute his studies. Of the remaining 2, one has joined the Bareilly collegiate school, the other staying behind. The result of my own examination was much less satisfactory. The third class was very backward in English literature, in which the fifth class was likewise deficient, but the fourth was very fair. In mathematics and the vernaculars the results were indifferent and even bad.

236. *Lalitpur.*—"There has been a falling off in the attendance during the year, the slight increase of 3 in the enrolment (65 to 68) being eclipsed by the decline in the average daily attendance from 60 to 49—with a proportionate decrease in the fee collections, which fell from Rs. 227 to 176. The boarding-house has only two inmates and is not prospering. The whole of the third class of 5 boys presented at the middle class examination badly failed; and the results at my annual examination in all the three classes composing the middle department were equally bad, except in the vernacular."

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The school changed Head-masters in September, Pandit Mathuradat, transferred on probation to Jaunpur, being succeeded by Munshi Tejpal, 2nd Master, as a temporary and tentative arrangement.

Municipal Anglo-vernacular School, Kunch (Jalaun).—"This school scarcely deserves the nomenclature of middle, having only three boys in the so-called middle department of a single class, who all appeared at the middle class examination, for which they were quite unprepared, and of course totally failed.

Middle Schools (Vernacular).

238. "The 15 schools which belong to this category are the middle sections, consisting of classes 1st and 2nd of nine out of the 13 tahsíli schools (the other 4—3 of Jhánsi, and 1 of Jalaun,—having primary classes only), and the six higher class halkabandi schools,—5 in Jalaun and 1 in Lalitpur district. The total enrolment at the close of the year was 74, against 70 for last year. Thirty-six boys went up at the middle class examination from 8 of the 13 tahsíli schools, *viz.*, 4 of Jhánsi, 3 of Jalaun, and 1 of Lalitpur, and 4 of the six higher class halkabandi schools (3 of Jalaun and 1 of Lalitpur), of whom 32 appeared and only six passed, all from Jalaun; and 11 private candidates (including the two examined from the Jhánsi zila school), of whom only seven made an appearance, and but one (one of the two from the Jhánsi zila school) passed."

At my own examination the middle sections of all the 15 schools above detailed had 49 boys present—10 in the first and 39 in the second classes—from a roll at the time of 64, against 37 from a roll of 56 last year. Six of the 10 first class boys belonging to Lalitpur and who had not till then appeared at the middle class examination were examined by me, and four of them—all of the Madávara higher class halkabandi school—acquitted themselves well, though they all failed at the middle class test, on account of the ordeal being severer than usual and being, besides, quite new to the boys—the district having been subjected to it after several years' interval. The other two boys (of tahsíli Mahraun) were both deficient.

The second classes, numbering 13 in all, of the middle sections existing at the time of the examination were very backward or deficient.

Further details connected with the schools follow, district by district:—

239. *Jalaun.*—"Three of the four middle tahsíli schools—*viz.*, Jalaun, Orai, and Kálpi—and an equal number out of the five higher class halkabandi contributed 15 and 5 candidates—or, 20 in all—to the middle class examination, of whom 17 appeared, and 6, or 35·3 per cent. of the latter, passed—one each in 1st and 2nd and the other four in 3rd division. The boy passed in 1st division occupies the 3rd place in the general result list for the united Provinces, and has of course won a Government scholarship. The Jalaun tahsíli (decidedly the best of the class, not only in the district, but in the whole Division) claims the credit of owning five of the six successful boys—and amongst them the high-placed scholarship-winner—the sixth belonging to the Orai tahsíli school.

240. "Jhánsi and Lalitpur do not call for any special notice here, all the leading particulars connected with the vernacular schools in those districts having been given above. Neither district has done well in the examination."

KUMAUN DIVISION.

241. Pandit Buddhi Ballabh Pant, the Inspector, reports as follows:—

"There were 15 middle schools for boys and one for girls. The Almorah High School sent up six boys for the entrance examination, of whom only two passed, and both in the 2nd division. There was better success in the anglo-vernacular examination: 14 candidates went up and nine passed, one receiving Government scholarship. The average attendance was higher in all its departments. It was 17 against 10 in the high class, 31 against 29 in the middle, and 245 against 230 in the primary classes. This institution, as usual, is very efficiently managed.

242. *Sheoraj Sanskrit Páthshala.*—"There was some decrease in attendance during the year, and Pandit Badri Datt Joshi, manager, says this was in consequence of too many Hindi books having been introduced, the people here not appreciating the vernacular and being desirous of reading only Sanskrit. He hopes that as some Hindi books have been replaced by Sanskrit ones, and as a *Prájna* class has been opened according to the rules of the Lahore Oriental College, the attendance may increase. The grant is being usefully applied.

243. "The Chopra Mission School, I am glad to say, shows considerably better results this year. It passed 5 out of 8 candidates in the anglo-vernacular middle class examination, and my remarks last year regarding the present Head-master, Mr. McMullen, have been amply justified. There is some increase in average attendance, being 14 against 13 in the middle, and 71 against 65 in the primary classes. The Srinagar middle school has not succeeded as yet in passing any candidate at the middle school examination.

244. "The result of the middle class vernacular examination in Kumaun and the Taráí was very deplorable indeed. Five boys from the former and four from the latter went up and none of them passed. I need not advert to the causes that have conduced to this failure from time to time, as I mentioned them in my last report. In the absence

of any strong incentive I do not look for any decided improvement in this respect. But the fact of the whole North-Western Provinces having passed only 149 out of 1,084, as against 415 out of 1,009, leads me to think that the examination must have been much more severe as compared with the previous year. But the percentage for the whole Division, taking the results of both the anglo-vernacular and vernacular middle class examinations, is not bad: 16 out 35 candidates passed, giving a percentage of 46. I may mention that the Garhwal tahsíli schools have succeeded in passing two out of four candidates. A brief notice of every tahsíli school as I found it is given below :—

245. *Sumeswar.*—"The total number of scholars present was 49. There is increase of 14 boys. The school is stationary in point of study. The geography of the district has been imperfectly taught. The only candidate who appeared at the middle class examination failed and forfeited his scholarship, another taking his place: two boys passed the lower primary examination.

246. *Bugwalipokhar.*—"The attendance has risen from 66 to 84. One boy is preparing for the middle class examination. The teacher is painstaking and intelligent. The lower classes appeared well taught. Two boys passed the upper and three the lower primary examinations.

247. *Sialdey.*—"The school has improved. Eighty-four boys were present. The fourth, which is the highest class, is doing well; and the lower classes also acquitted themselves very well, three passing the upper and three the lower primary examinations.

248. *Beninag.*—"All the classes are well prepared, except that the third or the highest class is weak in geography. Five passed the upper and as many the lower primary examinations.

249. *Deolthal.*—"Sixty-nine boys were present. The two candidates who went up for the middle class vernacular failed. The teacher is well trained and experienced, and the bad result is attributable entirely to the boys themselves, who were weak in some subjects, especially in writing. Five passed the upper and six the lower primary examination.

250. *Choupakhia.*—"Eighty-seven boys attended. The third class, wanting last year, has been formed, but the boys were weak in geography and physical science as well as in grammar. Two passed the upper and the same number the lower primary examination.

251. *Banioh.*—"This school is no better than a halkabandi one. Only one boy in the fifth class, which is the highest, appeared to know his books tolerably well. One passed the upper and two the lower primary examinations.

252. *Malkot.*—"Fifty-seven boys were present. One boy was sent up for the middle class examination, but failed. The other classes were not sufficiently advanced in their studies, and the result of my examination, therefore, was that one passed the upper and two the lower primary examinations.

253. *Kot.*—"Only 52 boys appeared before me, as they had to come from some distance. The fourth class was weak in almost every subject and required careful attention on the part of the teacher; two passed the upper and two the lower primary examinations.

254. *Pokhra.*—"This is the best of all the tahsíli schools and passed two candidates at the middle class examination. I found 42 boys present out of 62 on the roll, and had it not been for the heavy snowfall probably all would have come. Four boys passed the upper and five the lower primary examinations.

255. *Kashipur.*—"One hundred boys attended. There was decided improvement on last year. All the classes were full and well taught, and it is hoped that a large number of candidates will go up for the next middle school examination. Four passed the upper and eight the lower primary examinations. Both the teacher and his assistant are painstaking and intelligent.

256. "Jaspur halkabandi school in the Tarái also comes under the category 'middle.' It passed candidates at the middle class examination in former years. But I regret to say that, owing to the teacher's illness, I did not find it quite as good as it used to be."

OUDH DIVISION.

257. The largest and most important of the high schools of Oudh is the Canning College school, which is reported on as usual by the Principal of the College, and which still maintains its high standard of efficiency. The number on the roll in the high, middle, and lower departments was 616 at the end of the year—a larger number than any other school in the provinces can show. Of the 30 boys who appeared at the entrance examination 21 passed, two in the 1st division, 14 in the 2nd, and five in the 3rd. Few other schools did so well. One boy failed in history alone, and two in mathematics alone. There were only three failures in English. The result contrasts most favourably with that of the previous year, when so many failed in this subject. The second or preparatory class has improved greatly during the year. Of the third class, 34 boys were sent up for the middle class anglo-vernacular examination. Of these, seven passed in every subject, 28 in history, geography, science, and second language, 24 in English, and 10 in mathematics; 20 in the total number getting 200 out of 500 marks, and none of the candidates getting less than

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154. Had the minimum pass marks been 33 per cent. as it is in the university examinations, 14 boys would have passed in each subject.

The branch school maintains its popularity and is carefully taught and well managed. It is satisfactory to find that "there is an increased and gradually increasing number of Muhammadans joining the school, and that more of them are continuing their attendance into the higher classes." On the whole the Principal's report on the high school and its subordinate sections or departments is most satisfactory, and the year's results are very creditable to all concerned.

258. On the remaining high and middle schools, Government, aided, and unaided, Mr. Nesfield, the Inspector, reports as follows:—

"In dealing with the subject of high education it will be convenient to dispose of the Government Sanskrit school at Ajudhya first, as this institution is of a strictly special nature, and has no connection in aims or character with any other high or middle school about which I shall have afterwards to report. This is the only purely Sanskrit school in Oudh. It has now fully made good its title to the rank of 'High,;' for it has commenced to send up candidates for the *Prathama Pariksha*—the first or entrance examination of the Benares Sanskrit College, which as regards purely oriental studies is analogous to the entrance examination of Calcutta University. The institution was opened only three years ago. The enrolment now stands at 109, of whom 40 are in the high section, 22 in the middle, and 47 in the primary or preparatory section. The middle and high sections are attended by students of from 16 to 26 years of age, who learn only Sanskrit, and are for the most part strangers who have come from various parts of Upper India to study at Ajudhya. The preparatory department is intended for boys of a tender age, whose homes are in Ajudhya itself. These learn Hindi and Sanskrit side by side, and will not be admitted into the purely Sanskrit Department till they have passed a qualifying test. In December, 1882, 14 students appeared for the *Prathama Pariksha*. The examination was held in the hall of the Fyzabad High School under the superintendence of Mr. Budden, to whom the copies of printed questions had been forwarded under sealed covers by the Principal of the Benares College. The result of the examination, considering that this was the first time the Ajudhya students had undergone a written and public test, was very satisfactory. Nine candidates out of the 14 passed. All of these are now preparing for the *Madhyama Pariksha* of the Benares College; so that the institution has taken the first step towards acquiring the status of a college. Much credit is due to Pandit Deví Prasád, the Head-master in charge, and his colleagues for the efficient and flourishing state to which the school has been brought in the short space of three years. The number of students could be largely increased if there were more space in the building, and if more money were available for scholarships or stipends, by which deserving students could be maintained during their sojourn at Ajudhya. This ancient, but now rebuilt and growing, city is full of private pátshalas, in all of which students from various quarters are liberally boarded free of cost; and the Government institution, which has far less resources at its command for such a purpose, necessarily suffers a good deal from the competition. The teaching, however, given at the institution last named is far more systematic and complete: and the young Brahmans, who flock into Ajudhya for instruction from the surrounding districts, go to the Government school by choice, if they can find the means of maintenance.

259. "In English or anglo-vernacular schools, secondary instruction is provided on a sufficiently liberal scale in each of the 12 districts of Oudh. Every district except Lucknow has a Government high school (containing middle and primary classes as well as high ones) at the head-quarters station; while the Sitapur, Bahraich, and Gonda districts have, in addition to the Government school, one or more aided ones of the high or middle grade, of which all but one were founded and are still maintained by purely native enterprize. In the city of Lucknow there is no Government high school, as at the head-quarters of the other districts: but the gap is filled up by the school department of the Canning College (an institution of a purely secular character and founded by native liberality), the Centennial School founded by the American Mission, and the Rája-ká-bázár school founded by the English Mission. In addition to these three schools of the higher grade, Lucknow is provided with the Nakhás school (American Mission), which teaches up to the middle grade, and several other anglo-vernacular schools under Missionary management, all of which act as feeders to the middle and matriculation classes of the schools above them.

260. "To take the Government high schools first. The comparative statistics relating to these schools for the last two years (as regards attendance, fee receipts, and expenditure) are shown in the following statement:—

Year.	Number of schools.	Average monthly enrolment.	Average daily attendance.	Fee receipts.	Total expenditure.	Average cost per pupil.
				Rs. a. p.	Rs. a. p.	Rs. a. p.
1881-82	11	1,476	1,260	6,659 5 9	60,317 0 9	47 13 11
1882-83	11	1,593	1,333	7,100 10 3	57,096 14 7	42 13 4

"The schools (it will be seen) have made satisfactory progress since the previous year in all those particulars to which the above statistics relate. The average monthly enrolment has increased by 117, the average daily attendance by 73, and the fee receipts by Rs. 441. The decrease in the total expenditure, amounting to Rs. 3,221, represents the sum which has been debited to the cost of the First Arts department of the Fyzabad school.

261. "The schools under report do not only, or even principally, consist of high classes. Every school is made up of four distinct sections or grades, in each of which (except in the lowest one, where some variation is inevitable) the course of study is biennial. The whole school, however, is under one general superintendence; and the Head-master of each usually spends about an hour a day in one or other of the lower classes. The following statement shows how the enrolment stood on 31st March in the last two years:—

Year.	Enrolment at close of year in each section and class.														Grand Total.
	Lower primary section.					*Upper primary section.*			*Middle section.*			*High section.*			
	X.	IX.	VIII.	VII.	Total.	VI.	V.	Total.	IV.	III.	Total.	II.	I.	Total.	
1881-82 ...	7	55	208	320	590	274	223	497	180	136	316	102	109	211	1,614
1882-83 ...	8	44	224	364	640	282	245	527	212	151	363	102	101	203	1,733

"The increase in the total enrolment amounts to 119, but it is only in the lower and middle sections that this increase has occurred. Classes X. and IX. scarcely exist, and most of the zila schools are altogether without them. It is in these classes that the English alphabet and primers are commenced, but this elementary work is left as far as possible to the branch schools, which, though ancillary to the main school and subject to its supervision and control, are carried on in separate buildings and are maintained by entirely separate funds. If we omit these last two classes, the lower primary section consists of classes VIII. and VII., the upper primary of classes VI. and V., the middle of classes IV. and III., and the high of classes II. and I.

262. "At the close of each calendar year the several classes are examined in all subjects, either locally or departmentally, or by the university. Class VII. undergoes the lower primary examination, which is held locally and consists of reading and writing in the vernacular and English and the first four rules of arithmetic, simple and compound. Class V. undergoes the upper primary examination, which is also held locally and consists of a course of study two years in advance of that preceding it. Class III. undergoes the middle class anglo-vernacular examination, which is held departmentally, and for passing in which certificates are granted by Government. Class I. undergoes the entrance examination, which is held by the university examiners. In the following statement the results of these four examinations are shown comparatively for the last two years:—

	Year.	*Lower Primary Examination.*		*Upper Primary Examination.*		*Middle Class Examination.*		*Matriculation Examination.*	
		Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.
High schools ...	1881-82,	249	185	157	101	96	33	61	31
	1882-83,	314	205	236	133	103	37	52	40

"The result in each case is creditable to the teachers and students concerned. In the lower primary standard the number of passmen was 65 per cent. of the examinees, in the upper primary 56 per cent., in the middle class 36, and in matriculation 77 per cent. The strictness with which the two primary examinations are carried out has a most beneficial effect upon the two public examinations which are to follow. The graduated scheme of standards and examinations which has thus been brought into force in the Government zila schools has been adopted with little or no variation in the school department of the Canning College, and in all the aided or private schools of the Oudh Circle or Province.

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263. "The success which these schools obtained in the last matriculation examination deserves special notice, for it will compare favourably with that of any other group of schools in the Bengal Presidency. Out of the 52 candidates presented, all but 12 were successful; and out of the 40 who passed, only 15 came out in the 3rd or lowest division. The percentage of successful candidates from all schools, Government and private, in the whole of the North-West and Oudh, was 54. But the Government schools of Oudh alone obtained a percentage of 77; while the total percentage of the year from all parts of this Presidency was only 47. If the Oudh zila schools are small and unimportant as compared with the large collegiate and city schools of the North-West, they have at least as a good or a better result to show in proportion to their size and cost.

264. "I will now give a brief report on the Government zila schools individually and with especial reference to the high sections,—those which are in direct preparation for the unversity. A separate notice will be afterwards given of the middle sections under their proper heading.

265. *Bara Banki.*—"The year that has just closed has been one of progress in the Bara Banki school like that which preceded it. The total enrolment on 31st March, 1882 was 130, as against 114 in the previous year; and on the 31st March, 1883, it had risen to 148—an increase of 34 in two years. Six or seven years ago the enrolment was only 80; and there it seemed likely to stand. The numbers have now probably reached their maximum; for the town (Nawabganj) is not a large one, and the chief inhabitants are Banyás and other shop-keepers, who have not much liking for anything in the way of knowledge but Kaithi writing and bázár arithmetic. The enrolment is more equally divided among the four sections than it has ever been before—23 in the high, 25 in the middle, 43 in the upper primary, and 55 in the lower primary. Out of the eight students enrolled in the entrance classin 1882, four appeared for matriculation; and all but one passed—one in the 2nd and two in the 3rd division. The unsuccessful candidate failed in mathematics only, and will appear next year. The credit of these favourable results is chiefly due to the Head-master, Babu Hem Nath Majamdar, who has had charge of the school for the last seven years. The late 2nd Master (Hashim Ali Khan) died of consumption in July, 1882; but though his death was a serious loss to the school, his place has been worthily taken by Munshi Nazar Husain, an able and painstaking teacher. The boarding-house contains the same number of inmates that it had last year, namely, 11; and more than half of these are living there without the aid of scholarships.

266. *Unao.*—"In the Unao, as in the preceding, school the maximum of attendance has probably been reached. The year closed with 154 against 150 students on the roll; but owing to the temporary establishment of a Mission English school in the neighbourhood, there has been a slight decrease in the average daily attendance and in the fee receipts. Out of the 154 students enrolled, 12 are in the high section, 21 in the middle, 37 in the upper primary, and 84 in the lower. Three candidates (none of whom had undergone any special preparation for the purpose) appeared for the entrance examination of the Panjab University and two passed. Three others went up for the Calcutta Entrance Examination and all passed—all too in the 2nd division. One more candidate, who had received his entire education at the Government school, but left it in October, appeared for the examination two months afterwards as a private student, and he too passed. The school may therefore claim to have passed four candidates in all. Mr. Mutti, who has been Head-master in this school for the last nine years, and to whose tact and energy its continued and unbroken success is chiefly due, speaks in justly favourable terms of Sayyad Ali Bahadur, his 2nd Master. In fact all the teachers have worked cordially together, and I was much impressed with the efficient state in which I found every class at the inspection which I held in March last. There is urgent want of a good boarding-house. The school-house itself has long been inconveniently small for the numbers attending it, but two new rooms are now about to be added.

267. *Sitapur.*—"The year under review opened with 141 students, and closed with 161; and 8 more candidates joined in the middle of March. So the actual increase is 28. Within the last four years the fee receipts have risen from Rs. 480 to Rs. 550. For reasons explained in my last report, the upper classes of the school are still below the average in point of numbers; but the disproportion is likely to become less in 1884, and probably less still in the years following. At the present time there are 16 students in the high section, 21 in the middle, 46 in the upper primary, and 81 in the lower. There were six students in the entrance class in January, 1882; but by December of the same year two had dropped off. The remaining four appeared for the entrance examination and all passed—all too in the 2nd division. As the class was a very poor one in January, 1882, in consequence of the indifferent teaching given in past years, their success at the close of the year 1882 is extremely creditable to Babu Mahendro Nath Datt, who took charge of them as Head-master only eight months before the examination commenced. The second class of 1882 was so much below the proper mark, both in numbers and quality, that there seemed to be no hope of forming an entrance class at all in January, 1883. But two candi-

dates have lately presented themselves from Rae Bareli and two more from Kheri, and these constitute the nucleus of the small entrance class which now exists. The second class formed in January, 1883, consists of 10 students, and they are expected to make good progress under Pandit Badri Narayan Misra, who joined the school as 2nd Master about 10 months ago. The boarding-house (which is in good repair) contains 18 against 14 inmates, and 12 of these are living there without the help of scholarships. The school appears to be appreciated by the landlords and bankers of the district and city: for the number of taluqdari pupils has risen from 5 to 8, and besides these several sons of respectable zamíndárs are now in attendance. Lala Sita Ram, the richest banker of the city, has for the first time broken through the traditions of his order by sending a grandson to the school to learn English. The school has now recovered the position which it formerly held and which as a Government high school at the head-quarters of a Division it ought not again to lose. But the pay of the Head-master is only Rs. 100 a month, and it is a matter of regret that no promotion could be given to Babu Mahendro Nath Datt at the time of receiving his new charge.

268. *Hardoi.*—" The reputation of the Hardoi Zila School has stood so high for many years past under its old and long tried Head-master, Babu Ishan Chandra Banerji, that there has been no scope for such marked progress as I have been able to record in the case of the Bara Banki and Sitapur schools. The enrolment stands at 161, against 160 in the previous year; and this is a very large number in proportion to the insignificance of the town. Of this enrolment, 24 are in the high section, 35 in the middle, 47 in the upper primary, and 55 in the lower primary. The numbers are well proportioned: there is no class in the school with more than 30 students, and none with less than 12. The Muhammadans number 48, against 113 Hindus; and this (as the Head-master reports) is the largest number of Muhammadans that the school has ever had. In the last entrance examination nine candidates appeared, of whom six passed—one in the 1st division, two in the 2nd, and three in the 3rd. Two of the successful candidates—one on a Government scholarship, and the other on a local one—are now studying for the First Arts certificate in the Canning College. Babu Sukhda Prasada Bose, the 2nd Master, had the entire training of the entrance candidates in their history and geography courses, and in these subjects there was not a single failure. There are now 20 inmates in the boarding-house, and there is no space for further admissions. Two new class rooms have been lately added to the school-house, and the inconvenience of overcrowding and deficient air is no longer felt as it was.

269. *Kheri.*—" The Kheri Zila School (usually called Lakhimpur, from the name of the small town or village in which it stands) lost the services of its able head-master, Babu Mahendro Nath Datt in March, 1882. As his successor was too ill to return to duty, his place was temporarily occupied by Munshi Anni Lal, who retained charge of the school during the greater part of the year under report. The year opened with 87 names on the roll, and closed with 82, which shows a decrease of 5. It cannot be expected that this school will equal the other zila schools in numbers, for Lakhimpur is by far the smallest station of its kind in Oudh. At present there are 11 in the high section, 22 in the middle, 20 in the upper primary, and 29 in the lower primary. The entrance class of 1882 began the year with seven, and closed it with five students. Of these five students, four appeared for the entrance examination and two passed—both in the 3rd division. Considering the size of the class, this cannot be called a bad result; and Munshi Anni Lal, who had the teaching of the class in most subjects, deserves commendation for the share taken by himself in producing it. Since the beginning of the year 1883 the officiating Head-mastership has been conferred on Munshi Mandi Lal, who as the senior officer had the best claim to the appointment: and Munshi Anni Lal has now reverted to his substantive post as 2nd Master. The want of a boarding-house has long been felt at this school, and steps are now being taken to procure sanction to its erection. The school library received an accession of 50 volumes through the liberality of a retiring resident, Munshi Bansi Lal, who made over his library as a gift to the school before leaving the town in which he had practised as a pleader for the last 20 years.

270. *Fyzabad.*—The school department (as distinct from the collegiate classes which are studying for the First Arts certificate) closed the year with 241 students on the roll, of whom 29 are in the high section, 53 in the middle, 93 in the upper primary, and 66 in the lower. The entrance class of 1882 was rather a smaller one than usual; and six candidates appeared for matriculation, of whom five passed—three in the 2nd and two in the 3rd division. The one who failed was scarcely a regular student of the school, as he attended only at such times as he could spare from his official duties as native doctor in the Fyzabad jail. This candidate failed only in English. The result of the year's work is satisfactory, and shows that, notwithstanding the new interest that has been awakened in connection with the First Arts classes, the attention paid by Mr. Budden and his staff to the matriculation classes has been in no way diminished. The boarding-house has continued under the management of Munshi Mahesh Prasád, and now contains 21 inmates, of whom

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13 are living there at their own cost. At the end of the year 1882 Lala Sita Ram, B.A., the 3rd Master, was transferred on promotion to Benares, and his place was taken by Gaya Prasada, B.A., late 2nd Master at Rae Bareli.

271. *Gonda.*—"The year opened with 136 boys on the roll, and closed with 154. The cost of educating each pupil (taking all sections of the school together) fell from Rs. 42 to Rs. 40. Out of the enrolment of 154 students, 22 are in the high section, 45 in the middle, 54 in the upper primary, and 33 in the lower. The entrance class in 1882 contained seven students, and six of these appeared for matriculation, all of whom passed—three in the 2nd and three in the 3rd division. This is the best success that the Gonda school has ever had, though I should add that it (the school) has always held a respectable place among the rest during the incumbency of Babu Ram Mohan Banerji, who has now been Head-master for some 10 or 12 years. Four of the six students who matriculated are now studying for the First Arts examination at Fyzabad, the district immediately adjoining their own. Gonda is not a large or wealthy town, but the school has steadily risen in numbers; and two new class-rooms are now being added to supply the increased accommodation that is required. There is an excellent boarding-house attached to this school, in which there are now 21 inmates, 11 of whom are self-supporting. By means of this and similar boarding-houses the advantages of an English education are placed within reach of many whose homes are in the more distant parts of the district. The high terms in which the Head-master speaks of Munshi Ram Ratan Lal, his 2nd Master, are (as I am personally aware) thoroughly deserved.

Bahraich.—"In the Bahraich school the enrolment shows a slight increase of from 133 to 138, 13 being in the high section, 27 in the middle, 36 in the upper primary, and 62 in the lower. The entrance class in 1882 was a small one, and hence only three were presented for the examination. But all of these three passed—two in the 2nd and one in the 3rd division. The results are creditable to the Head-master, Kali Das Mukerjea, who has now been in charge of the school for the last nine years. In this large but poor and backward town, it has always been difficult to keep up a suitable attendance in the upper or high school classes. The pupils as a rule are not only less aspiring than elsewhere, but have less means for continuing their studies: hence, if they can manage to pass the middle school examination and earn a few rupees per mensem soon after, they withdraw their names and attempt nothing further. This remark applies more or less to every high school in this province; but it applies to Bahraich more particularly than to the rest. The addition of a good boarding-house would probably infuse new blood into the school, by bringing in students from other parts of the district who do not now attend. At present there is no boarding-house of any kind; and the Head-master reports that many students from villages applied for admission last year, but went away from want of a suitable place to live in.

272. *Rae Bareli.*—"In the Rae Bareli school there has been a satisfactory increase in the enrolment, average attendance, and fee collections. The year closed with an enrolment of 177 against 153, of whom 24 are in the high section, 49 in the middle, 52 in the upper primary, and 52 in the lower primary. Five candidates appeared for the last entrance examination, but only one passed, and he too in the 3rd division. The result, though poor, is better than the total failure of the previous year; and the Head-master reports that another of his pupils (the best student that he had in mathematics) would probably have passed if his mother's death had not occurred at the time of the examination and compelled him to attend to the funeral ceremonies. The third class did fairly in the middle school test, as I shall afterwards show. But neither the second nor the fourth class made a good show at the annual examination, and hence the new entrance class of 1883 does not contain students of much promise. Two new class-rooms have been added to the school-house, and several taluqdari students have joined. The boarding-house is about to be enlarged. Pandit Madho Prasada Tiwári has lately been appointed 2nd Master from Bahraich, and Mr. Roberts is much pleased with his work thus far.

273. *Sultanpur.*—"The year closed with an enrolment of 166 against 128 students, which shows an increase of 38—a very large and unexpected rise in a small and unimportant town like Sultanpur. Of these 166 students 17 are in the high section, 39 in the middle, 47 in the upper primary, and 63 in the lower primary. The average daily attendance and fee colections have both increased in proportion to the enrolment. Four candidates appeared for the entrance examination, and all passed, one in the 1st division, two in the 2nd, and one in the 3rd. This is not the place to allude to the results of the middle school examination; but I may mention that these, together with those of the entrance examination already recorded, are much to the credit of the Head-master, Madhusodan Mukerji, and his assistants, all of whom have worked together with the same cordiality and zeal which have been conspicuous in former years. There is now much need of two more class rooms and of at least one more teacher. The latter (on Rs. 15 a month) has been promised by the municipality; and steps are being taken for getting the former erected.

274. *Partabgarh.*—"In this school the enrolment at the close of the year was 151, of whom 15 were in the high section, 26 in the middle, 52 in the upper primary,

and 68 in the lower. There has been scarcely any variation since the close of the previous year; and considering the extremely small size of Bela, the town or village in which the school lies, it would be unreasonable to expect anything more than a nominal increase. The entrance class has done well as usual. Out of the five students enrolled in December, four were sent up, and three passed, all in the 2nd division. The fourth failed by only a few marks in mathematics and will appear again. One of the successful students has gone to the Lahore Medical School, from which he hopes eventually to obtain a diploma; the two others have obtained employment from the Deputy Commissioner, Major Grigg. During the year five students of the school passed the kánúngoship examination, and another obtained a scholarship for the Agra Medical School. It is gratifying to find that our students have thus been put in the way of utilizing their knowledge in the service of their country and themselves. There are now 21 inmates in the boarding-house, all living at their own expense; and among their numbers are three taluqdari pupils (from the Madhopur estate), all of whom are making good progress. The Head-master, Bishambhar Nath Pandit, deserves much credit for the confidence which the native community place and have placed in his management, and for the continued success which the school has enjoyed during his incumbency.

275. "It is now nearly 10 years since my connection with Oudh commenced, and it may not be unprofitable to see what progress or otherwise the Government zila schools have made during the last decade. In 1872-73 the total enrolment at the 11 Government schools combined stood at 1,558: last year it stood at 1,733, an increase of 175. In 1872-73 the fee collections came to Rs. 6,037: last year they came to Rs. 7,100, an increase of more than Rs. 1,000. In 1872-73 the total expenditure from all sources came to Rs. 60,309: last year it came to Rs. 57,096, a decrease of Rs. 3,213. In 1872-73 the average cost of each pupil's education was Rs. 46: last year it was Rs. 42, a decrease of Rs. 4 on the cost of each pupil to the State. In 1872-73 the number of students learning English was 1,392, and that of students learning Persian was 781: the numbers now learning these languages are 1,720 and 1,459 respectively, an increase of 328 in the case of English and of 678 in the case of Persian. In 1872-73 the number of candidates sent up for the Calcutta entrance examination was 65, of whom 21 passed. Last year the number sent up was 52, less by 13; but the number who passed was, 40 greater by 19, or nearly double. The progress which the zila schools of Oudh have made during the short period of their existence has been slow and sure. The high state of efficiency which they have now reached is chiefly due to the energy and good sense of the Head-masters who have had charge of their working, and to the *esprit-de-corps* with which they and their subordinates have been animated. When these schools were organized by the late Mr Handford some 19 years ago, many of them were not intended to be high schools at all, but only middle schools. Gradually they have worked their way up to what they now are, through the energy of the teachers, and at no additional cost to the State.

276. "If we compare the 11 Government high schools of Oudh with the 14 corresponding schools of the North-West, the following are among the salient points to be noticed. Taking, as before, each entire school as one undivided whole, the average annual cost per pupil is about Rs. 12 less in Oudh than it is in the North-West. The average monthly pay of each Head-master (according to the figures given in the printed list) is about Rs. 120 less; of each 2nd Master about Rs. 35 less; and of each 3rd Master about Rs. 20 less. In most of the high schools in the North-West there are special teachers for Persian, Sanskrit, and writing; whereas in Oudh these functions are performed by the general staff. The total population (according to the last census) of the 14 towns in the North-West, in which the schools are situated, is 1,140,066, while that of the 11 towns in Oudh is only 146,970; so that in Oudh the average population of each town is less than that in the North-West by the enormous difference of 68,089. Although the Head-masters and other teachers in the North-West are more highly paid, have a larger and better-paid staff, and a larger and wealthier population to draw upon for students, yet year after year the Government high schools of Oudh make as good or a better show in the university entrance examination.

277. "The following is a report on the three aided high schools, anglo-vernacular, under my inspection. The first two are in the city of Lucknow and the last in the Gonda district:—

Centennial School.—"This school was opened by Revd. B. H. Badley, of the American Mission, a few years ago. In 1880 it had reached the middle stage and was preparing only for the middle examination. By January, 1881, it had formed a class one degree higher. By January, 1882, it formed an entrance class, and became thus entitled to an increased grant-in-aid as a high school. The enrolment now contains 177 names, of whom 45 are in the high section, 37 in the middle, 28 in the upper primary, and 67 in the lower. The addition made to the grant in 1882 has been justified by the result. Ten candidates appeared for the entrance examination in December, 1882; and of these five passed, one in the 2nd and four in the 3rd division. What is chiefly needed to secure the permanent efficiency of this institution is a good

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school-house, and such a building is now being erected on the most airy and central site in Lucnow at a cost of about Rs. 20,000 (including the purchase of the ground). Of this sum half comes from America, a quarter has been given from provincial funds, and the remaining quarter from the Municipality of Lucknow. The pupils attending this school are of a more mixed description than what is usually met with elsewhere. Some are Native Christians from various districts of Upper India; other are members of the various castes, Hindus and Muhammadans; and the rest are East Indians of Lucknow. The last enjoy through this school the benefit of learning Urdu in the same class with native students to whom Urdu is the mother-tongue; and this is an advantage which is not likely to be lost upon them in after years.

278. *Raja-ka-Bázár.*—"This school has slightly improved in attendance and fee receipts; and but for the late epidemic of small-pox in which (as the Manager reports) it lost over 100 of its old pupils, the progress would have been much greater. The year closed with an enrolment of 346 students, of whom about 250 belong to the anglo-vernacular department, and the rest are divided between the Perso-Arabic and the Hindi-Sanskrit departments. These three departments run in entirely distinct lines, and are in fact three distinct schools under one roof and under one general management. From the entrance class of the English school 10 candidates appeared for the Calcutta examination; but only one passed, and he too in the 3rd division. Both of the Oriental schools prepare for the examination of Lahore University, since no certificates for purely Oriental literature are conferred by the Calcutta University. From the Perso-Arabic school one passed what is called the *Munshi* examination in Persian and stood second in the entire list of the year 1882; and another passed the still higher examination called *Munshi Alim*, which is considered equivalent to the First Arts standard of English colleges. The candidate last named stood first in the entire list of that year. From the Hindi-Sanskrit school one candidate passed the *Pragya* Examination of the Lahore University, which is analagous to the *Prathama Paríksha* of the Benares College or the entrance examination of Calcutta University. The institution has, as usual, been under the management of Revd. G. B. Durrant, of the Church Mission Society.

279. *Balrampur School.*—"A gloom was cast over this school in the year under report, firstly through the death of the Mahárája of Balrámpur, Gonda district, by whom it was founded; and secondly, by the death of the estate-manager, Lálá Ram Shankar Lál, by whom its finances were administered. The Head-master reports, however, that the monthly bills are now regularly signed by the Maháráni herself, and that she has evinced much interest in the progress of the school. The year closed with an enrolment of 168, of whom 7 are in the high section, 19 in the middle, 38 in the upper primary, and 104 in the lower primary. For several years past the school has been unfortunate, rather than unsuccessful, in regard to the entrance examination. Last year four students had been carefully prepared in all their subjects; but the three best left the school in October, only two months before the examination was to have come off, and hence there is no result to show. Since January, 1883, there has been no entrance class, for the seven boys now constituting the high section are all in the second class. If these can be induced to remain in the school till next year, and if their progress up to that time is satisfactory, there will be a respectable entrance class in January, 1884. It was by the express wish of the late Mahárája (as the Head-master reports) that the status of the school was raised from middle to high, for the Mahárája considered 'one matriculated man well versed in English to be worth more than a hundred boys taught in the vernacular up to the primary stage.'

"In more than one instance the objects of the late Mahárája have been realized, for the school has turned out several good men; and the present 2nd Master at the Government high school, Gonda, matriculated from Balrampur. One of the chief drawbacks to efficiency is that the subordinate staff is both small and badly paid. The Head-master reports that a sum of Rs. 4,000 a year has been provided in the late Mahárája's will for the maintenance and improvement of the school; but that up to date no addition has been made to the sum formerly allotted—namely, Rs. 1,560.

"If the contribution could be raised to the amount alleged to have been provided in the will, this with the Government grant could be utilized for the removal of one of the chief hindrances to progress—namely, the insufficient pay and unsuitable quality of many of the members of the subordinate staff. The Head-master, too, looks to receiving some encouragement after his long and faithful services to this school.

280. *Middle Schools (English) for Boys.*—"Under the heading of middle schools, English or anglo-vernacular, for boys, we must first of all place the 11 middle schools to the Government zila or high schools; then the three middle sections to the aided high schools; then four middle schools proper, all of which are aided; and two more middle schools which receive no aid, and which in the year under report did not send in their annual statistics till it was too late to compile them with the rest. All of these are preparing, or attempting to prepare, for the middle class examination. Besides these 21 schools for boys, there are two middle class English schools for girls, both in Lucknow and both under private management.

281. The middle sections have been quite as carefully and as sedulously taught as the high sections; but if the work is to be tested, as it is intended to be, by the

results of the middle school examination, the success has been far inferior and the teaching far less efficient. In the university entrance examination the Government schools passed, as I have already reported, 77 per cent. of the candidates sent up. But the middle sections of the same schools, although they are under the same general superintendence and were taught with equal ability and care, passed only 36 per cent. In the case of the aided schools the disparity of results was not less marked; for in these schools the number of successful candidates at the entrance examination was 29 per cent., and that at the middle examination only 11 per cent. Such disparity, however, is not (as I think) the fault of the schools, but of the Educational Department, which ever since 1877 has required them to undergo an unreasonably difficult test. The number of marks exacted by this test as the minimum necessary to passing is 40 per cent. of the maximum allowed; while the university contents itself with exacting 33 per cent in some subjects and 25 per cent. in others. Considering that the former is the first public examination that our students undergo, that their faculties at the age of 14 or 15 are still untrained except to a very slight degree, and that consequently there is far more scope for the operation of chance than in the case of ripen students, the percentage required for passing should be lower, rather than higher, than that required by the university.

282. "The following report relates to the middle sections of the Government high schools in the different districts:—

Bara Banki.—"The enrolment in the third class at the time of the examination was 10. Eight of these were presented, and two passed. Looking to the individual subjects, all the candidates obtained 40 per cent. or more in history and geography, 7 in the second language, 7 in science, 6 in English, and 2 in mathematics. This cannot be called a bad result. Two more candidates, both ex-students of the school, appeared for the examination, and both passed. The Bara Banki school may justly claim a large share in the credit of their success; but as these candidates had left the school before the examination was held, they were ranked as 'private candidates.'

283. *Unao.*—"The enrolment in the third class was 12; eight of these were presented, and seven passed that is, 7 gained 40 per cent. or more of the marks allowed for each of the five subjects. The eighth candidate, who failed, did extremely well. For although he was plucked, he gained 40 marks per cent. or more in four subjects out of the five, and nearly 40 per cent. in the fifth subject (history and geography). If the percentage prescribed by the Calcutta University had been adopted, he would have passed with credit and taken rather a high place in the list. This is one of the best results obtained in the year; and the Head-master (Mr. Mutti) justly ascribes it to the practical teaching power of Munshi Janaki Prasad, the 3rd Master, who had the entire preparation of the class.

284. *Sitapur.*—"The enrolment was 6 at the time of the examination. Five of these were presented, and two passed. As there were many failures in individual subjects, the result can only be considered moderate, though much better than the total failure (accompanied with an attempt to cheat) which occurred in the previous year. The class was not a good one, as I know myself: and it must be admitted that the teacher, Munshi Manni Lal, did the best he could with the material which was sent up to him so badly prepared.

285. *Hardoi.*—"There were 20 boys in the middle or third class at the time of the examination. Sixteen of these were sent up, and 7 passed, most of them taking rather high places on the list, and two obtaining scholarships. As regards the individual subjects, there were eight failures in English, 8 in mathematics and five in second language; while in the other two subjects scarcely any failure occurred. On the whole the result is decidedly a good one; and the credit of producing it is due to M. Abid Hussain, who had almost the entire preparation of the class.

286. *Kheri.*—"There were 11 students enrolled in the third class throughout the year 1882. Eight of these were sent up for the examination in December, and two passed. The six who failed did well in every individual subject except the second language, Persian—a study which is so popular in Oudh that failures are less common in this than in any other. No less than seven out of the eight candidates obtained 40 per cent. or more in mathematics, the subject in which 124 candidates (half the total number) from the Government high schools in the North-West Provinces failed in the last examination. This class should do well two years hence in the entrance examination.

287. *Fyzabad.*—"The enrolment in the third class was 17. All of these appeared for the examination, and seven passed. Except in English and mathematics (in both of which seven candidates were unable to obtain 40 per cent. of the marks allowed), there were very few failures—none at all in the paper on science, and only three in the papers on second language, history and geography. The result, though above moderate by many degrees, is not equal to that of the preceding year. But 10 boys at least out of the 17 enrolled are thoroughly well grounded, and should be able to make a good show two years hence in the Calcutta entrance examination.

288. *Gonda.*—"Eight out of the 10 students enrolled in the third class went up for the middle examination, of whom three passed, gaining the 26th, 82nd, and 150th

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places in the general list. This is a respectable result and better than that of last year, when only two passed out of 10. The middle classes of the Gonda school have gained, as in previous years, a creditable proportion of the special prizes awarded for penmanship by the Director of Public Instruction. Three such prizes were gained in the year under report, one for English writing and two more for Persian.

289. *Bahraich.*—"Four out of the 12 students enrolled appeared for the middle examination, and of these only one passed. There were seven failures in English and five in mathematics; while in the other three subjects the majority gained 40 per cent. or more of the maximum marks. The class was not a brilliant one; but five at least out of the 12 enrolled were promising students, and would probably have passed had the percentage required for passing not been so high.

290. *Rae Bareli.*—"Out of the 16 students enrolled 13 appeared for the examination, and three passed. The class was taught entirely by Rashid-ud-din, the 3rd Master. The result was better than it looks. For 11 out of the 13 candidates obtained 40 per cent. or more of the maximum marks in the second language, 11 in history and geography, 10 in science, 6 in English, and 6 in mathematics. As I have remarked more than once in the present and previous reports, 40 is a large percentage to reach in a public examination, and especially when this is the first public examination that a student undergoes.

291. *Sultanpur.*—"Nine boys were enrolled in the third class at the time of the examination; six of these appeared and three passed. One stood seventh in the general list, and the first among the candidates from Oudh. Two more gained 40 per cent. or more in four subjects out of five, but were not able to gain a sufficient percentage in the fifth subject (mathematics). The credit of this result is due to Pandit Gopi Nath, the 2nd Master, who taught the class during the year.

292. *Partabgarh.*—"This is the only Government school, the third class of which entirely failed in the last middle school examination. There were six students enrolled in the class, and four of these appeared. But none of them succeeded in gaining 40 per cent. in each subject, and so all were plucked. The class did well in second language, history and geography, and science. But in English and mathematics the teaching was not successful.

293. "We now come to the eight aided schools or sections which prepare, or are endeavouring to prepare, candidates for the middle examination. Four of these are middle sections and four are middle schools proper:—

Middle Sections.	*Middle Schools.*
Canning collegiate school.	Nakhás.
Centennial school.	Mahmudabad.
Rája-ká-Bázár.	Khairabad.
Balrampur.	Bhinga.

Of the middle sections the three first named, and of the middle schools the one first named (Nakhás), are all in the city of Lucknow; and these four schools, with the exception of the Canning School, are under Missionary management. The Balrampur school is in the Gonda district (as has been already reported in connection with the subject of high schools), and is maintained from the Balrampur estate. The Bhinga school is in the Bahraich district, and is maintained from the proceeds of an endowment which was bestowed in perpetuity by the Rája of Bhinga, but only on condition that English continues to be taught. The Mahmudabad and Khairabad schools are both in the Sitapur district—the former maintained by the liberality of Rája Amir Hasan Khan, and the latter by the American Mission.

294. "In the last middle examination the success of the above schools was very small. Among the aided high schools the Canning school was the only one which passed any candidates, and this passed only seven out of the 34 presented. At the Rája-ká-Bázár school 52 students were enrolled in the third class at the time of the examination, but only 22 were sent up and all of them failed; only two, out of the 22 who appeared, were able to obtain as many as 40 per cent. of the marks either in English or mathematics. I examined the class orally in both subjects last year, and I did not consider its condition so bad in either respect as to justify this total failure. Had the percentage been 30 instead of 40, I think several candidates might have passed. In the Centennial School the enrolment in the third class was eight, and six of them underwent the examination, but all were equally unfortunate. In the Balrampur school the enrolment was six, of whom five appeared, but with the same discouraging result.

295. "Among the aided middle schools proper, Nakhás was the only one which passed a candidate; and this school passed only one out of the nine who appeared, these nine being themselves the picked students out of an enrolment of 15. I did not consider the class to be by any means a hopelessly bad one when I examined it with others last year. The Khairabad school has not yet been able to form a third class, and the Mahmudabad and Bhinga schools were scarcely able to do so. The former (Mahmudabad) sent up one candidate, and Bhinga two. But all three were unsuccessful.

296. "Lastly, a few remarks are due to the unaided anglo-vernacular schools at Akauna and Boundi, both in the Bahraich district, and both maintained from the Kapurthala estates and managed by Kuar Harnam Singh The annual returns arrived too late to be compiled in the general statistical returns of the year under report. But this was not owing to any disinclination on the part of the manager to send them, or of the Head-masters to prepare them. At the request of these gentlemen I examined both schools last year during my tour in the Bahraich district. They are now not much more than three years old, and the progress which they have both made is very creditable to the Head-masters and staff. There has been too much pressure, however, to form a third class and send up pupils for the Government middle school examination—a task which cannot easily be accomplished in less than seven years, at least in the case of little boys commencing from the English alphabet. 'More haste, less speed,' is a maxim which teachers are sometimes apt to forget; and in places like Akauna and Boundi, where the taste for English has yet to be formed, the precaution is the more necessary. Kuar Harnam Singh, the enlightened patron and manager of these two schools, will receive, as he has been assured, all the assistance and support which this Department can give him in furthering their progress and carrying out the intentions of their founder.

297. *Middle Schools, English, for girls.*—"There are three girls' schools in Lucknow, English, giving instruction up to or beyond the middle grade—the Loretto Convent, which receives no grant and sends no returns; the Martinière school, which is aided by Government and regularly inspected and examined by the Educational Department; and the Lal Bagh school, which is similarly aided under the superintendence of the American Mission.

298. *La Martinière Girls' School.*—"The following statement shows the chief statistics of the last two years in connection with this school:—

Year.	Average monthly enrolment.	Average daily attendance.	Fee receipts.	Total expenditure.	Average cost per pupil.	Average cost to Government.
			Rs.	Rs.	Rs.	Rs.
1881-82	65	51	2,246	6 367	125	51
1882-83	61	61	3,030	7,181	118	44

The above statement shows that there has been an increase of 10, since the previous year, in the average daily attendance, and of Rs. 714 in fees (for tuition only as distinct from boarding charges) and a decrease of Rs. 7 in the average cost of each girl to Government. The school was examined very carefully throughout in October last. In the lower primary examination (Class VI, enrolment 11) all passed; and in the upper primary (Class V., enrolment 11) 10 passed. In Class III. (the highest) the subjects of study are reading, dictation, recitation of poetry, parsing, English history, Indian history, general geography, an elementary course of physical geography, and the more advanced rules of arithmetic, such as fractions, discount, and the more complicated forms of interest. Eight questions were given in arithmetic, and some of the girls worked them all out correctly within half an hour. The school has been doing good work for the last three or four years, and the number of boarders the best class of pupils, is now larger than it has ever been. The Head-mistress, Miss Pennington, to whom the progress and popularity of the school have been largely due, resigned her charge in March last, and she has been succeeded by Miss Mayes, the 2nd Mistress. The girls are all of East Indian or European extraction. English is the only language taught in the school.

299. *Lal Bagh School.*—"The following statement gives the chief statistics of the last two years in connection with this school:—

Year.	Average monthly enrolment.	Average daily attendance.	Fee receipts.	Total expenditure.	Average cost per pupil.	Average cost to Government
			Rs.	Rs.	Rs.	Rs.
1881-82	79	64	124	3,669	56	18
1882 83	95	73	147	4,002	55	17

The school has made very satisfactory progress, and this progress is likely to continue under the efficient superintendence of Miss Thoburn, who received charge of it about a year ago. It is beyond all comparison the best native girls' school in Oudh, and I suspect there are few native girls' schools equal to it in Upper India. About

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two-thirds of the students are Native Christians sent as boarders from various parts of Upper India, wherever the influence of the American Mission has been brought to bear. The remaining one-third are East Indians or Europeans of the poorer class; but the training which they receive in this school is as good or better than what they might receive at many schools of a more expensive or pretentious character. For both classes of pupils the staple of the instruction given is in English. But every girl learns the vernacular also, East Indian students as well as native ones, and there are six at the present time who are learning Persian. One student appeared last year for the Calcutta entrance examination, but as she was not in good health at the time she failed. There are now about four girls preparing for matriculation, and I hope to examine them with the lower classes some time in August next. In the year under report 36 girls passed in the lower primary examination out of an enrolment of 46, and two in the upper primary out of an enrolment of 26.

300. *Middle Schools, Vernacular.*—"Descending a few steps lower in the educational ladder, we come to schools of that class which gives instruction up to the middle standard like the preceding, but does not admit English into the curriculum. With this exception (and the difference is a material one), the studies are very much the same in both. There are now 56 middle schools in Oudh of the purely vernacular class. The general statistics as to their enrolment, attendance, fee receipts, and cost for the last two years are shown in the following table:—

Year.	Number of schools.	Average monthly enrolment.	Average daily attendance.	Fee receipts.	Total expenditure	Average cost per pupil.
				Rs.	Rs	Rs. a.
1881-82	55	4,377	3,685	2,936	38,682	10 8
1882-83	56	4,826	4,098	3,305	40,588	9 14

The addition of one school to the list since the previous year is scarcely more than nominal. For the school existed before, but had no middle section in the year 1882, and is therefore omitted from the return of that year. All of these schools (it should be observed) have primary classes as well as middle ones, and in all cases the middle section is much the smaller of the two. In the annual returns published in the appendix each section is treated as if it were a distinct individual school. But in the statement given above, I have taken each institution as it stands in fact, and thus the general statistics of the last two years are shown schoolwise and not sectionwise. It will be seen, then, that there has been a satisfactory increase in all respects. The average monthly enrolment has increased by 449, the average daily attendance by 418, and the fee receipts by Rs. 369. There has been some rise, however, in expenditure, owing to the increase already mentioned in fee receipts, and to an increased income from subscriptions and municipal allotments. But the rise in fee receipts is entirely to the credit of the schools; and the average annual cost per pupil (not excluding this item) has fallen from Rs. 10-8 to Rs. 9-14. If we take the middle section separately, the average annual cost per pupil within that section has decreased by over Rs. 4.

301. "The following statement shows how the classification stood on 31st March in the last two years, the enrolment on that date being used as the basis of comparison:—

Year.	*Lower primary section.*				*Upper primary section.*			*Middle section.*			Grand Total.
	Class VII.	Class V.	Class V.	Total.	Class IV.	Class III.	Total.	Class II.	Class I.	Total.	
1881-82	1,553	888	804	3,245	586	453	1,039	330	240	570	4,854
1882-83	1,482	943	875	3,300	695	479	1,174	343	289	632	5,106

Thus in the middle section (classes II. and I.) the enrolment has increased by 62; in the upper primary section (classes IV. and III.) by 135; and in the lower primary (classes VII., VI., V.) by 55. It is satisfactory to find that the increase in the upper primary and middle sections (taking them separately as well as collectively) exceeds that in the lower primary, where the fee charge is smaller and the instruction imported is of much less value. Nothing is easier than to induce a crowd of little boys to enter the alphabet classes, where they are kept out of mischief while their parents are at work, and where the instruction given is of the most paltry description. The great difficulty with which we have to grapple in the case of vernacular

schools is to find boys who are able to pay the enhanced fee and to continue their studies to the close of the course. In this respect, Deputy Inspectors and teachers have been rather more successful in the past than in previous years; though even now the enrolment in the middle classes makes up only 13 per cent. of the total, and that in the upper primary only 24, while the lower primary alone, which teach very little, absorb no less than 63 per cent. These are the proportions that generally prevail in all village and town vernacular schools throughout the whole of the North-West and Oudh. The fact does not say much for the progress of vernacular education in those provinces. But if the majority of the school-goers do not desire anything above the lower primary course, they cannot be forced to accept it.

302. "The standard by which the efficiency or otherwise of the middle sections is intended to be tested is that of the middle-class examination held departmentally throughout all schools of this grade in the United Provinces. Considering the progress which our vernacular middle schools have made in the year under report, and the pains which have been taken by teachers and controlling officers to maintain, and if possible surpass, the success achieved in the year preceding, it is very disappointing to be obliged to record such a result as the following :—

Year.	Number of schools possessing a first class.	Number of examinees.	*Number passed in division.*				*Number failed in*				Percentage passed.
			I.	II.	III.	Total.	Language.	Mathematics	History and Geography.	Science.	
1881-82	34	169	23	35	17	75	44	114	86	...	44·0
1882-83	45	207	1	1	16	18	129	181	156	93	8·8

"Thus while in 1881 the Oudh schools passed 44 per cent. of the candidates presented, they passed only 8·8 per cent. in 1882. From the tabular statement shown above it will be seen that the number of schools in Oudh which sent up candidates for this examination had risen from 34 to 45, and the number of examinees from 169 to 207. Hence the failure, whatever its cause may have been, was not from any falling off in the number of candidates, but rather in spite of their progress.

303. "The primary classes at these schools undergo an annual oral examination in the graduated scale of standards prescribed for each class; and as it is impossible to form a correct or complete view of the work of the year without considering the results of this primary examination in conjunction with those of the middle-class examination, I append herewith a comparative statement in the following form :—

Year.	*Class VI.*		*Class V.*		*Class IV.*		*Class III.*		Grand Total of passmen.
	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	Examined.	Passed.	
1881-82	...	...	503	339	360	215	262	95	649
1882-83	804	574	607	491	431	260	298	150	1,475

This examination now takes in every primary class except the seventh or lowest; but in the preceding year the examination of class VI. was not attempted. The results shown in the statement are creditable to the teachers. In standard (or class) V. 491 passed against 339; in standard IV. 260 against 215; and in standard III. 150 against 95. In the sixth class 574 out of 804 examinees passed and received promotion.

304. "Seeing, then, that the schools under report have done well in everything except the middle-class examination, and were found to be in good order by the Assistant Inspector and myself at the time of our annual inspections, and were under the same Head-masters in 1882 as in 1881, we are strongly inclined to believe that their failure in that one particular should be ascribed not to any negligence on the part of teachers or students, but rather to some defect or defects in the system under which the said examination is carried out. As I have represented already in this report (in dealing with the anglo-vernacular examination, which corresponds with this one), and as I have frequently represented on other occasions for the last three or four years, 40 per cent. is too high a minimum of marks to exact for passing, especially when this is the percentage demanded not for all the subjects combined, but for each subject or group of subjects individually.

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305. "A few remarks will now be offered on the state of the vernacular middle class schools individually, taking them in the order of the districts and divisions to which they belong.

"In the Lucknow district the number of middle class vernacular schools is four, as in the preceding year—Chauk, Naubasta, Mahona, Malihabad, the first two being in the city and the last two in the district. The Chauk school used to be by far the best of its kind in Oudh. But for several years past it has been declining, chiefly (as I think) owing to the proximity of several English-teaching schools, which have become more popular and have attracted the best class of pupils from the neighbourhood. The other three schools have improved both in classification and attendance; and the Naubasta and Mahona schools are in especially good order. The four schools sent up between them 27 candidates for the last middle class examination, but passed only three, two of whom were from Naubasta, one from Mahona, and none from the other two. The result, though far from good, is better than that of any other district in Oudh except Partabgarh. One more middle class school could be opened with advantage in this district, at Amethi, if funds can be found for adding one or two extra teachers to the existing staff. Amethi is an old seat of Muhammadan learning, the birth-place as well as burial-place of Bandagi Mir, the tutor of the Emperor Aurangzeb. The village school already existing is one of the best of its kind, but the students have expressed a desire to enter upon a higher course of study than what a village school is intended or able to provide.

306. "In the Unao district there are eight schools, which are ranked as middle class (see names in margin). The five first are supported entirely from provincial funds, the three last are partially maintained by subscriptions. These seven schools, not counting the last, Moradabad, which had no first class, sent up between them 24 candidates for the last examination; but only one passed, and he from Purwa. The schools, however, are not really in bad order. Their lower classes from VI. to III. all did well in the annual primary examinations. The entire schools were all examined from top to bottom by Munshi Durga Prasad, the Assistant Inspector, and in no instance did he express dissatisfaction with the result. The number of students who were in the middle grade of instruction was larger than that of the previous year; and in spite of the almost total failure of the first class in the last examination, I do not believe that the work has been badly done even in that class. Most of the schools are provided with suitable buildings. The school-houses, which have long been urgently needed at Mohan and Bangarmau, are now about to be taken in hand.

Purwa.
Safipur.
Mohan.
Bihar.
Nagar.
Maurawan.
Bangarmau.
Moradabad.

307. "In the Bara Banki district there are, as in the preceding year, seven vernacular schools which are ranked as middle class. There has been a general improvement in classification, attendance, and fee receipts. But in this as in other districts the number who passed in the last middle school examination is very small. Three of these schools (Haidargarh, Zaidpur, and Kursi) had no first class in 1882, and therefore had no candidates to send up. The remaining four sent up between them 15 candidates, of whom two passed, and both in the 3rd division. One of the passmen was from Daryabad, and the other from Fatehpur. The poorness of the result is much to be regretted. For the students had worked hard and the schools were improving; and such a discouragement occurring at such a time is likely (I fear) to effect the energy of the teachers and hopes of the students for the next examination. These schools were found in good order when they were visited by the Assistant Inspector. They all did well, too, in the annual examination of the primary classes (VI., V., IV., and III). In these classes 234 boys out of 273 examinees passed in all subjects. With such proof before us of the attention paid to the lower work, it is not likely that the Head-masters neglected the upper classes, on whose success their reputation chiefly depends. The schools are all well housed. The buildings are substantial and in good repair. But there is now scarcely any more space for the admission of additional students.

Daryabad.
Rudauli.
Haidargarh.
Fatehpur.
Zaidpur.
Kursi.
Ramnagar.

308. "In the Sitapur district there are six vernacular schools of the middle grade, as in the preceding year. Five of these (all but Laharpur) had a first class in December, 1882, and sent up between them 18 candidates for the middle examination. Not one of them passed. Fourteen (that is all but one) failed in mathematics, and an equal number in history and geography. In the other two subjects (language and science) more than half obtained 40 per cent. or more of the maximum marks allowed. The Misrikh school has fallen off in attendance, owing chiefly to the unfitness for work, and subsequent retirement on pension, of the late Head-master, whose place is now filled by Pandit Bal Makund. The Paintepur school has been stationary in point of enrolment and attendance, but the lower classes (from VI. to III. inclusive) did very well in the annual primary examination. The Khairabad school has suffered and habitually suffers from the proximity of two English-teaching schools (one in Sitapur, which is only five miles distant, and the other in Khairabad itself), and from the long-felt want of a proper school-

Misrikh.
Paintepur.
Khairabad.
Biswan.
Laharpur.
Machrehta.

house. The Biswan school is the most efficient of its kind in the district. It has made great progress in classification, fee receipts, and attendance, and has done well in all the annual examinations except the middle class examination proper, by which the efficiency of middle schools is supposed to be chiefly tested. The Laharpur school, too, has improved in all respects; but as it had no first class in 1882, and could not therefore send up any candidates for the middle class examination, it has escaped the gloom of disappointment which has darkened the hopes of other schools. The Machrehta school has fallen off in attendance and enrolment since the close of the previous year, owing partly to the prevalence of cholera and other epidemics and partly to discord among the teachers. Better results are expected from the new Head-master, Pandit Sheo Govind, who has re-opened the school under happier auspices.

Pihani.
Sandi.
Gopamau.
Bawan.
Sandila.
Mallawan.
Bilgram.
Shahabad.

309. "In the Hardoi district there are eight schools of the class under report. With the exception of Bilgram, each of these sent up candidates for the examination. The entire batch consisted of 24, and out of all these one solitary individual succeeded in passing. Twenty-three failed to obtain 40 per cent. of the marks in mathematics and 22 in history and geography; so that, however well they might have done in other subjects, there was no chance of one of them passing. The Pihani school has for many years past been well attended and well taught and it is so still. Since the previous year it has shown a satisfactory rise in attendance, classifications, and fee receipts; and there is no ground for taxing the teachers with neglect or inattention, because none of the students from the first class passed the last examination. The Sandi school has also made some progress in attendance and fee receipts. The pupils sent up from the first class of this school were not so well grounded as those sent up from Pihani, and hence they were expected to fail. The Gopamau school contributed four candidates to the examination and with the same discouraging result. The Bawan school is the least efficient of its kind in the district. It has not retrograded in numbers, but the teaching has not been as successful as in the schools previously named, and the prevalence of fever and ague has tended to impair the result. The Sandila school is among the best, if not actually the best, in the district. The lower classes all did very well in the annual primary examinations; and the first or highest class sent up five candidates for the middle examination (all well trained and taught by the same Head-master as in the previous year), but with no better result than the schools already described. The Mallawan school has increased in numbers and fee receipts; and it enjoys the unique distinction of being the only school in the districts which passed one solitary candidate out of the 24 presented in the last middle class examination. The Shahabad and Bilgram schools have been stationary, but not retrograde, and since January, 1883, the latter has for the first time, since it was de-anglicized, formed a first class. The four schools named last in the marginal list shown above were all anglo-vernacular up till 31st March, 1880. Since that time they have been doing their best to establish a reputation for efficiency in their new status; but the results of the examination by which their efficiency as middle class schools is intended to be tested cannot but have a deadening effect on boys as well as teachers.

Kheri.
Golagokaran.
Muhamdi.
Barwar.
Aurangabad.

310. "In the Kheri district there are five vernacular schools, which teach, or attempt to teach, up to the middle class examination. All of these schools have improved during the year in attendance, enrolment, classification, and fee receipts. Four out of the five schools sent up candidates for the examination; but out of the 12 who were presented only one passed, and he too in the 3rd division. The Kheri school is in very satisfactory order. It has more students in the middle grade of instruction than it had in the previous year, and in the primary classes (from VI. to III. inclusive) more than half who were examined passed in every subject. The Gola school has only lately commenced to form a middle section; and it is not likely that any candidates will be sufficiently advanced to appear for the middle examination till December, 1884. Gola is, next to Ajudhya, the most sacred spot in Oudh; and the inhabitants have always evinced more enthusiasm in collecting pice from pilgrims and repeating mantras than in paying pice to school-masters and studying sanitary primers. The lower classes, however, are now better grounded than they were, and there is perhaps some reason for hope that the improvement may continue. The Muhamdi school (de-anglicized in March, 1880) has made very marked progress since 1881 in attendance and fee receipts, owing chiefly to the exertions of the Head-master, Pandit Manohar Lal. More than 80 per cent. of the enrolment in the lower classes of this school passed in the annual primary examinations, and two of the students sent up for the middle exmination were considered to be unusally well prepared; but both failed. The Barwar school has long suffered from want of a good school-house, and up till May, 1882, it suffered from want of a good Head-master; but it has commenced to improve since the new Head-master joined. The Aurangabad school has improved under the new Head-master who took charge of it about two years ago, and it enjoys the distinction of having passed *one*—the only successful candidate of the year from the Kheri district—in the last middle class examination.

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311. "In the Fyzabad district there are three vernacular schools of the middle grade—Akbarpur, Tanda, and Jalalpur. The one first named is by far the most efficient of the three, and the numbers have increased by about 20 since the previous year. No less than 15 students were sent up from this school alone for the last middle class examination, but only one passed, and he too in the 3rd division; whereas in the previous year 8 passed out of 10, and 6 of them in the 1st division. I inspected this as well as the other two schools in the year under report; and so far as the Akbarpur school is concerned, I do not believe that there has been any deterioration since the previous year either in the middle or the lower classes. The Tanda and Jalalpur schools have not retrograded, but neither have they given any signs of progress worth mentioning. The Head-master of Jalalpur is not an industrious man, and neither he nor the Head-master of Tanda appear to possess the art of working smoothly with their subordinates. The assistant teachers at both schools have been changed to suit their convenience, but this kind of remedy cannot be repeated indefinitely. These two schools sent up between them six candidates for the examination, but all failed. The failure of the Jalalpur candidates was expected. But those from Tanda were better taught, and some would probably have passed if the percentage of pass marks had been 30 instead of 40, and if the paper in mathematics had not been so difficult.

312. "In the Gonda district there have been five schools, as before, of the class under report. All of them, except that which stands last in the list shown in the margin, had a first class in 1882; and these four schools sent up between them 19 candidates, of whom two only gained enough marks to pass in every subject. In mathematics alone 17 out of the 19 were plucked. All of these schools except Nawabganj have increased in attendance and fee receipts, and with the same exception all did very well in the annual primary examination. The Gonda school is situated in Gonda itself, and though only two years have passed since it was raised to its present status (having previously been merely a branch to the zila school), yet it has already become a match to many schools of several years' standing. It sent up seven candidates for the last middle class examination, but only one succeeded in passing. The Paraspur school is of long standing, and for several years past has been in a very efficient and satisfactory state; but it did not manage to pass more than one student in the last examination. The Nawabganj school is not improving; and even the lower classes have not been well grounded, as I found on examining them. It must be admitted, however, that the bulk of the pupils are sons of baniyas, who care for nothing but account-keeping in the Kaithi character; hence the locality is one which would tax the energies of the best teacher to the utmost. The two remaining schools, Utraula and Colonelganj, have both improved in attendance, fee receipts, and classification. But as they were de-anglicized only three years ago, they have not yet been able to reach the same status as schools of longer standing. The lower classes however are in sound order, and hence a good foundation, it is hoped, has been laid.

Gonda.
Paraspur.
Nawabganj.
Utraula.
Colonelganj.

313. "In the Bahraich district there are three schools of this class—Ghulam Alipura (in the town of Bahraich), Nánpára, and Jarwal. The last had no first class in 1882. The first two sent up between them six candidates for the last middle examination, and one of these from Ghulam Alipura was clever enough to pass. These schools have all improved since the previous year in attendance and fee receipts; and in the examinations which I myself held on tour I found none but the last (Jarwal) deficient. The Ghulam Alipura school is only 2½ years old (in its present status), but owing to the industry and ability of its Head-master (Kanhiya Lal) it is not behind many schools of long standing. The Nánpára school (the most northern in the district) is in much better order than it was two years ago. It did well at my own inspection, and more than half the students in the lower class received promotion; but in the middle class examination it failed like the rest. The Jarwal school was resuscitated from the village grade only about two years ago. Since January, 1883, a first class has been formed; but the school as a whole has not been well grounded, (as I was sorry to find at my inspection), owing to the neglect and inattention of the late Head-master (Ahmad Ali Khan), whose place has now been taken by a more suitable man.

314. "In the Rae Bareli district there are three schools to be reported on in this place—Inhona, Jais, and Salone. Each of these schools had a first class in 1882, and each sent up five candidates for the last examination, making altogether 15. Of these only one (and he from Inhona) came out successful; whereas in the previous year 15 passed out of the 21 presented. I do not believe, however, that there has been any real deterioration. All three schools have improved somewhat in attendance and fee receipts, and two of them (Inhona and Jais) did well in the annual primary examinations, as I found at the time of my inspection. In fact, the Inhona school was in exceptionally good order throughout. The Salone school has (it is true) fallen off in the lower classes—a defect which of course will not be allowed to continue; but the middle classes are not in any way below the average, and there was no ground for expecting the total failure which occurred.

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315. "In the Sultanpur district middle vernacular education is represented by two schools—Jagdispur and Dostpur. A third might perhaps be added with advantage some day at Dehwa, and a fourth at Hassanpur. But at present there is no urgent demand for either. The Jagdispur and Dostpur schools sent up between them 12 candidates for the last middle examination, and with the same discouraging result that has attended the efforts of the department in every other district. Only one candidate (from Jagdispur) passed, and he in the 3rd division. I inspected both schools myself during the year under report, and did not find any cause of complaint in either. Neither school has retrograded in attendance, and the lower classes in both passed a good examination.

316. "In the Partabgarh district there are only two schools of the class under report—one in Partabgarh itself and the other at Patti. Five years ago there were two more schools of the middle vernacular grade, but the middle classes proper could not be maintained from want of pupils; and even now it is a matter of no small difficulty to keep up a regular supply of students of this grade at Patti. There are no large villages, much less towns, in this district: and even Partabgarh (the old, but not the present, head-quarters of the district) is a backward and rather decaying place. The Patti and Partabgarh schools sent up between them 15 candidates for the last examination. The Patti students (four in number) all failed, but those from Partabgarh were more successful. In fact, the Partabgarh school is the only school in Oudh which made a good show last year; for it sent up 11 candidates and passed as many as 4, one in the 1st and three in the 3rd division. The success of the Partabgarh school is a mystery. For the school has never done well in any previous year, and last year it laboured under the disadvantage of having three changes of Head-master. Besides this, the place suffered from a virulent and prolonged visitation of cholera, and during these months it was a matter of much difficulty to keep the classes together."

SECTION V.—PRIMARY INSTRUCTION.

PRIMARY INSTRUCTION.

317. Primary education is given in the lower departments of high and middle schools and in primary schools proper, the last being generally vernacular schools. They are tested by the prescribed upper and lower primary examinations in reading, writing, and arithmetic, and an extra subject, such as elementary geography, simple rules of sanitation, or the like. Halkabandi or village schools form the great majority of these primary schools. Their number in each district varies according to available funds and the feelings and wishes of the villagers. It is often necessary, on account of the apathy of the people, to transfer a school from one village to another, the great object of each District Board being to maintain a fairly efficient school in or within easy reach of every village whose inhabitants show some appreciation or desire of elementary education for their children. In some districts there is no doubt room, and even a demand, for additional schools, and for such cases, which are always liberally dealt with, the Government has recently sanctioned increased allotments. But a general and immediate multiplication of schools would be a waste of money, as the appreciation for primary education in these Provinces is, and long must be, a plant of very slow growth, and poor cultivators are frequently unwilling and unable to send to school the children whose labour in the fields has an immediate and a tangible value. Even in districts where more schools are really needed they should be added gradually and tentatively, as it is impossible to supply suddenly a large number of tolerably competent teachers, and the existing schools are generally as many as the inspecting staff can efficiently supervise and examine. Although primary education appears to be almost stationary in some of the more backward districts, in others very considerable progress has been made and the general improvement in the attendance and efficiency of the schools is gratifying and encouraging. The returns show an increase of 5,606 students in Government primary schools, English and vernacular, and of 717 in aided and private schools of the same class. The total number of boys who passed the upper primary examination in 1882-83 is 8,473, against 6,627 of the preceding year. The lower standard was passed by 16,885, against 14,834 in the year 1881-82. The latter examination was passed by 494 girls as against 391 and the former by 164 as against 129 in the preceding year.

MEERUT DIVISION.

318. The Inspector reports as follows:—

Municipal Schools (English).—Excluding Atrauli, already noticed as a middle school, there are seven, with an aggreate roll on 31st March of 213 scholars, or 27 less than last year.

(1) *Deoband (Sahâranpur).*—There was some improvement here, as the boys had been classified according to their attainments in the vernacular and arithmetic; and nine out of 10 passed the primary tests. (2 and 3) *Kairana and Kandhla (Muzaffarnagar).*—The former school showed no decided progress in teaching, but the boys were better classified. At Kandhla the progress was marked. Eight boys came up for the primary examinations and all passed. This school has also formed a middle

PRIMARY INSTRUCTION.

class, which I think is a mistake. But the people wish it. (4, 5 and 6) *Baraut, Bághpat, and Hápur (Meerut).*—The first has formed a middle class, and both divisions of the schools are at present doing well. Bághpat also has improved as in all 15 boys passed against seven last year; but only two out of eight passed by the lower test. Hápur should have done better. It had no boy for the upper primary test and only three out of eight passed by the lower. The boys had been promoted without reference to their knowledge of arithmetic and the vernacular. (7) *Mufid-i-khalaiq (Aligarh).*—The arithmetic here was as bad as ever. These boys were examined by the lower primary test, but none passed. They did not know even simple multiplication. None came up for the upper test—18 boys, including the sixth class, having joined the zila school in January.

319. *Aided (English).*—"These are the railway schools at Mussooree, Saháranpur, Ghâziabad, and Aligarh, and St. John's schools, Meerut.

Sindh, Panjab, and Delhi Railway School, Mussooree.—"This year the school has been under the tuitional care and immediate control of Mr. Buchart (a graduate of Edinburgh) and Mrs. Buchart. The roll comprised 18 boys and 14 girls, and marked an increase of four scholars on last year. The classes passed a very satisfactory examination, and the correct and systematic method of instruction pursued augurs well for the tuitional advancement of the pupils. But separate buildings for the boys and girls are desirable, and the matter has received the attention of the managing committes.

Saháranpur Railway School.—"I saw this school in December. Since the Revd. Mr. Morrieson left for America the school was without a superintendent, the subscriptions had fallen off, and the pay of Mrs. Brown, the schoolmistress, was in arrear. Otherwise the school had not suffered—the average daily attendance had been 15, and the instruction as far as it went, lower primary, was satisfactory. Since writing the above the school has been placed under the municipal committee.

Gháziabad Railway School.—"The roll showed 24 pupils, against 21 last year. One girl came up for the upper primary examination and passed with credit, her attainments being much in advance of the standard. She had been taught entirely at this school, and her instruction does the Head-master, Mr. Stedman, much credit. Three other children passed by the lower standard.

Aligarh Railway School.—"There were 20 children on the roll, against 23 last year; 17 were present and three passed by the lower primary standard. The teaching showed some improvement, but copy-writing and arithmetic needed more attention.

320. *St. John's School, Meerut.*—"These schools for the education of Europeans and Eurasians received their grant-in-aid of Rs. 100 per mensem from the 1st of April, 1882, the schools having been opened a short time previously. They comprise an upper and a lower school for boys and an upper and a lower school for girls, and the total number of scholars on 31st March was 92, of whom 56 paid schooling fees and 36 were too poor to pay. The year's income from all sources had been Rs. 4,678, and the expenditure Rs. 4,099-1-6, of which Rs. 2,929 was for the pay of teachers. The financial position of the schools is sound and their tuitional status is promising, 13 pupils out of 17 having passed the upper primary test, and two out of 17 the lower. And for both these gratifying results the thanks of the school committee are due to Revd. Mr. Watkins, who has acted as their Secretary and supervised the management of the schools.

321. *Aided (Vernacular).*—"These are the orphanage schools at Roorkee and Saháranpur, the Annfield school, Dehra Dún, and Mission school, Bulandshahr.

Roorkee Orphanage School.—"The roll of orphans was 70, against 58 last year; also 13 outsiders, making a total of 83 lads under instruction. A gap in the classification showed an absence of upper primary classes. But there was a middle school class of nine boys who passed a satisfactory examination, and 5 out of 10 passed the lower primary.

Saháranpur Orphanage School.—"Here, as at Roorkee, only boys are received. The total was 36, and four lads out of five passed the lower primary test. The preparatory class, upper primary, were weak in arithmetic. The lads are comfortably domiciled and looked healthy.

Annfield School, Dehra Dún.—"The roll showed 58 boys and 52 girls, or a total of 110 children, of whom 84 were present. The grounds about were clear of rank grass and the children looked healthier than when I saw them last year. The tuition continues very fair. Eleven children were examined by the lower primary test and four passed, and the lower classes were making fair progress. The Bishop of Calcutta had visited the school in October. I extract the following from his remarks entered in the log-book:—'To my mind, the most interesting and satisfactory testimony to the good work done in this school was the opinion expressed by the gentlemen residing in the neighbourhood as to the general character of the Christian community whose children are here educated, and the respect in which Pastor Richards is held by them.'

Bulandshahr Mission School.—"The roll showed 48 boys; six came up for the upper primary test and one passed; seven for the lower primary and all failed. No attention had been given to last year's remarks for improving the arithmetic.

PRIMARY INSTRUCTION.

322. *Primary Vernacular Schools for Boys.*—" These are 670 village or halkabandi, two branch, and 20 municipal schools, teaching from the lowest class up to the third ; and the corresponding primary divisions of 40 tahsíli and pargana and 21 middle halkabandi schools. They give an aggregate total of 753 schools with 25,267 scholars on 31st March, against 761 schools with 24,447 scholars last year. My own and my Deputies' combined reports show that 337 of these schools, or 44 per cent., were efficient, as against 30 per cent. last year. And as I myself inspected 287, out of the total of 753, the percentage of efficiency for my share of the work is 73, against 60 last year. The following are the results of the primary school examinations which I conducted: —

District.	Schools seen.	Boys examined	Number passed.	Percentage of passed.
Dehra Dún	23	124	95	76·6
Saháranpur	56	368	208	56·8
Muzaffarnagar	31	270	221	81·9
Meerut	62	368	259	70·4
Bulandshahr	53	490	325	66·3
Aligarh	62	548	366	66·8
Total ...	287	2,166	1,474	68·0

"The following are brief remarks on the primary schools of each district, figures when necessary being compared with last year's :—

323. *Dehra Dún* —" The number of schools remains the same, 26, with a roll of 778 scholars, showing an increase of 96. These schools comprise the primary divisions of the two tahsíli schools at Dehra and Kálsi, the two municipal schools at Mussoorie and Dehra, and 22 halkabandi schools distributed thus: 13 in the Western Dún, four in the Eastern, four in Jaunsar, and one in Bawar. I examined 23 of these schools and found 16 efficient and 20 improved. Further, 27 scholars out of 32 examined passed the upper primary test, and 68 out of 92 the lower, yielding a combined percentage of 76 passed, which is inferior only to Muzaffarnagar, where the percentage is highest. The schools that are still backward are Kálsi, where the highest class is the fourth, the two municipal schools, which cost Rs. 23 a month between them, and Korna in Jaunsar, where I found six boys present out of a roll of 7. But the general improvement in the schools of this district is very creditable to Munshi Hori Lal, the Deputy Inspector.

324. *Saháranpur.*—" Here also the number of schools is the same, *viz.*, 131 with a roll of 4,170 scholars against 4,106. These schools are the primary divisions of six tahsíli and pargana and of five middle halkabandi schools, with 117 primary halkabandi and three municipal schools. Of the total 43 are efficient and 88 inefficient, or the percentage of efficiency is only 32. And although out of 56 schools seen by me 35 were efficient, yet in the primary examinations held at the time the percentage of passed candidates, though 56, is yet lower than that of any other district in this circle. Under the head of middle schools, too, it has been seen that of 11 such schools 8 were inefficient and that no boy passed the middle class examination. As Deputy Inspector this district now requires a more able and energetic man than Maulví Zulfiqar Ali, who shortly retires on a well-earned pension.

325. *Muzaffarnagar.*—" The total number of schools here is 113, or three less than last year, but the roll has increased from 3,639 scholars to 3,736. The schools comprise the primary divisions of eight tahsíli and pargana and of two middle halkabandi schools, with 102 primary halkabandi and one municipal school. Of the total 39 schools are efficient and 74 inefficient, or the percentage of efficiency is 34. Of 31 schools seen by me 29 were efficient, so that the Deputy Inspector still has a large number of inefficient schools to show. But in those seen their knowledge of the three R's was not equalled by any schools in this Division. I am therefore not surprised to find that in the primary examinations this district stands first, having passed 81 per cent. of its candidates. And as it has already been seen that it is also first in the middle class examination, I have no doubt that Munshi Peare Lal, the Deputy Inspector's claims to promotion will be duly considered on some fitting opportunity.

326. *Meerut.*—" Eight halkabandi schools having been closed during the year, the number of primary schools in this district is 182 against 190, while the roll shows 5,897 scholars against 5,846. The total of schools is made up by adding the primary divisions of seven tahsíli and pargana schools to 166 primary halkabandi, seven municipal, and two branch schools. Of the total 50 are efficient and 132 inefficient ; the percentage of efficiency being 27, the lowest in this Division. I examined 62 schools, of which 45 were efficient and 17 inefficient; so that there is a large residue of inefficient schools remaining to be seen. Those seen give 70 as the percentage of candidat

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who came up for the primary examinations and passed. And in the middle class examination it has been seen that three out of 22 passed. These results may best be compared with those of Aligarh, whose schools number 186. Sixty-three per cent. of those are efficient. Sixty-two schools were examined and 66 per cent. of their candidates passed the primary examinations. And for the middle class examination 64 went up and six passed. Meerut therefore scores two points out of three. But its percentage of inefficient schools remains 72, and Munshi Najm-ud-din, its Deputy Inspector, should turn his attention to this third point.

327. *Bulandshahr.*—" The total of schools is the same as last year, 115, and is made up by adding the primary divisions of eight tahsili and pargana schools to 105 primary halkabandi and two municipal schools. The total roll shows 4,525 scholars against 4,305. Of the total number of schools 71 are efficient and 44 inefficient, the percentage of efficiency being 61. Fifty-three schools were examined and 66 per cent. of the candidates for the primary examination passed. And 4 out of 44 passed the middle class. On the whole Munshi Nihal Chand, the Deputy's work has been very fair.

328. *Aligarh.*—" Schools here show an increase of 3 halkabandi or a total of 186, with 6,160 scholars against 5,789 last year. The schools take in the primary divisions of nine tahsili and pargana and of 14 middle schools, the remainder being 158 primary halkabandi and five municipal schools. Of the total 108 are efficient and 68 inefficient, the percentage of efficiency being 63. In the 62 schools examined by me 66 per cent. of the candidates passed the primary examinations. The middle class results were poor, only 6 out 64 passing. Munshi Pitam Lal, the Deputy, is not as strong as he was, but his work continues very fair. In my general estimate this year of the above six districts I would place Muzaffar nagar first and Saháranpur last, and bracket the rest together.

329. *Primary Vernacular Schools for Girls.*—"The total number of girls' schools on 31st March is 34 with a roll of 757 scholars, against 33 schools and 763 scholars last year. Nineteen of the schools are Government, nine aided, and six unaided. The Government schools are distributed thus: Saháranpur 2, Muzaffarnagar 1, Meerut 2, Bulandshahr 4, Aligarh 10. Seven of the aided and six unaided schools under the American Presbyterian Mission are also in the Saháranpur district, and two of the aided, one Church of England, and the other a zenana Mission school are in Meerut. The Government schools alone showed a roll of 388 scholars, 12 of whom out of 22 examined passed by the lower primary standard. The best of these was in the town of Aligarh, where 16 girls present in classes up to the fourth showed that they had been carefully taught."

AGRA DIVISION.

330. The Inspector reports :—

"*Primary English Schools for Boys.*—Under this heading, which includes the primary sections of high and middle English schools already reviewed, as well as schools completely primary, we have this year 20 schools, of which five are Government schools, 10 are aided schools, and five are unaided schools, containing respectively at the end of the year rolls of 604, of 1,457, and of 167 scholars, or a total collective roll of 2,228. The corresponding figures last year were five Government schools, 11 aided schools, and 7 unaided schools, with rolls of 542, of 1,521, and of 201, or a total roll of 2,264. There is a decrease therefore of 36 in the total roll, which decrease is the net result of increase in some of the schools and decrease in others, but mainly of the decrease caused by the giving up during the year of one aided school, Loha-ki-mandi, and two unaided schools, Kosi and Chabramau, aggregating between them in last year's return a roll of 117 scholars. The 2,228 scholars, with which the 20 schools now existing closed the year of report, were divided into an upper primary division of 650, and a lower primary division of 1,578 scholars. The number of boys from these schools who have passed the upper and the lower primary examination this year is 218 by the upper standard out of 365 examinees, and 246 by the lower standard out of 472 examinees, or by the upper standard a percentage of 60 passed, and by the lower standard a percentage of 52. Last year 169 out of 256, or a percentage of 66, passed by the upper standard, and 204 out of 318, or a percentage of 52, by the lower standard. In either standard therefore the number passed, rising, as it should, with the number of examinees, is higher this year than last, but the percentage passed is lower—a fall which will be observable in the results of almost every examination when the number of examinees in one year exceeds by any substantial proportion the number of examinees in the year previous. However, both the actual numbers, 218 and 246, and the percentages, 60 and 52, passed this year from these primary English schools through the upper and the lower primary examinations are by no means unsatisfactory figures. They indicate some progress and, as I think, tuition of very fair quality.

331. " The following primary English schools not connected with any high or middle school previously mentioned may here receive separate notice :—

Gokulpura.—"This school still continues to afford primary instruction of a satisfactory kind, both in English and in the vernacular, to an average daily attendance of between 70 and 80 boys under its able and experienced Head-master, Thakur Kafian Singh. The school's actual roll at the end of the year was 86, and the average daily attendance for the year had been 73. Of the 86 scholars 15 formed the upper division and 71 the lower. In December last, of a class of 9 that stood at the top of the upper division six passed the upper primary examination and passed on in the ensuing January to the Victoria School, and of a class of seven forming the head class of the lower division four boys passed the lower primary examination and now stand in the upper division. The school is sufficiently prosperous and well taught to deserve the grant of Rs. 40 which it receives.

Agra Cantonment School.—"The school roll here has risen from 60 at the beginning to 77 (boys and girls) at the end of the year. The attendance, however, of many of the children is very irregular during the hot weather and rains: consequently the average daily attendance for the year has only been 55. In the cold weather the attendance improves, and during the months of November and December the daily attendance kept pretty steadily at between 60 and 70. I visited the school on the 13th December last and then found 48 boys and 33 girls on the register, and 39 boys and 27 girls actually present in class. I passed on that occasion seven of the pupils, four boys and three girls, by the upper primary standard, and 9 others—four boys and five girls, by the lower standard, and made the following general remarks in the school book:—'After examining all the classes I am enabled to report that the school is in a satisfactory state as regards instruction and that the teaching given during the year has secured progress in all those pupils who have given the master and his assistant mistresses a fair chance with them by attending lessons with tolerable regularity. The reading of the school has decidedly improved and the knowledge of geography shown by both boys and girls in those classes where the subject is taken up is much more sound than it was a year ago. The arithmetic also is more neatly done than formerly. I notice, too, with satisfaction that the boys who are being taught to read and write Urdu (an important matter in a school of this kind) have given the Munshi attention and have improved under him. I think, for their age, the girls are better scholars than the boys and generally do their work more satisfactorily. There are difficulties of course in a school of this kind where the pupils are constantly changing, but the Manager of the school has, in my opinion, good reason to be satisfied with the tuitional results secured.' The original name of the school was the Agra High School, the intention of its founders being that the school should educate up to the standard of the entrance examination. But since coming under aid from Government its educational aim has been to offer good primary instruction at a low fee to the children of the humbler European and Eurasian families residing in cantonments. Its name therefore has been altered into the Agra Cantonment School. The school is now classified, or rather being classified, under the standards of instruction laid down in the new Code, and possibly in process of time it may educate up to No. 7 of those standards, and so become entitled to rank as a middle school. But the school has no private income except its receipts from fees (Rs. 912 this year), and even half of those are drawn from provincial funds as fees of indigent scholars, so that under the new Code the school will have to depend entirely upon the grants for attendance and instruction earned by its scholars, the sum total of which, even supposing the scholars earn maximum grants all round, will certainly not amount to the Rs. 185 a month which the school now receives as its regular grant-in-aid. Even now with his present grant the Manager can hardly keep the school going; when the rules of the new Code come to be applied to it, he will most probably have to give it up.

East Indian Railway School, Tundla.—"The number of children here has risen from 31 to 42, 20 being boys and 22 girls. Eighteen of the children are in two infant classes, and the rest are classified in three stages of the lower primary standard. With frequent changes occurring in the railway staff at Tundla, frequent changes of pupils take place in this school, and there is a good deal of fluctuation in the attendance secured. But by the exertions of the Revd. Mr. Kennedy most of the children of school-going age resident at any time in Tundla are brought to the school and kept regularly under instruction. The teaching the children receive is good, and steady discipline is maintained, order and good behaviour being the result. Of a class of five that stood at the top of the school, four passed the lower primary examination at Christmas last, and probably in the rains, when my next visit to the school is due, I shall find these four children reading in standard V. of the new Code, and the remaining children, except those forming the infant classes, reading in the four standards below the Vth. The Revd. Mr. Kennedy has now gone on leave, but before he left he told me that he doubted whether with his small and variable attendance he could, under the new Code, even if all his scholars passed in instruction, earn so large an amount as Rs. 600, the sum which he now draws as his annual grant-in-aid. Doubtless all the small schools opened at railway junctions in these Provinces will find a difficulty in continuing to earn their present grants.

PRIMARY INSTRUCTION.

332. "These five unaided schools also give primary instruction in English, *viz.*, the Dargahi school, Fatehpur Sikri, the Brindaban school, Muttra, and the Kásganj, Jalesar, and Soron schools in the Etah district.

"The first of these is maintained by a grant from the funds collected at the Dargah. It is very poorly taught, and though it has a roll of 31 scholars, not more than 18 of these really attend. Two of these passed by the lower primary standard.

"The Brindaban school has a roll of 63 scholars, but its real attendance is not more than 48, and the larger half of these are beginners both in English and in the vernacular. The tuition however is not altogether unsatisfactory, though the boys who reach the top of the school never seem to go on to the zila school for further study. Of a class of seven that formed the head class five passed last year the upper primary standard, and of the next class, 13 in number, four passed the lower primary standard. The school is supported by a grant from municipal funds, by a small subscription realised in the town, and by the scholars' fees.

"Of the three schools in the Etah district, all supported by municipal grants, the school at Kásganj is by far the best. It has a roll of 26 scholars, and these are well distributed in five classes, all of which on my visit passed a good examination. From the highest class of five boys four passed by the upper standard, and from the next class of six boys, four passed by the lower standard. The English teaching here is efficient, and as regards vernacular the scholars are all taught in that language by the very successful teachers of the tahsíli school, to which in fact the primary English school is merely an adjunct. The other two schools, Jalesar and Soron, are poor schools indeed, the former with 31 scholars and a registered attendance of 24, the accuracy of which figure is extremely doubtful; the latter with 20 scholars, of whom however not more than 12 attend with any regularity. The teachers of both these schools pretend to teach up to the upper primary standard, but none of the boys presented to me to pass by that standard passed in either school. Also I could only pass two in either school by the lower standard. These two teachers in fact are not qualified men, though they have both been serving many years in their present posts. They may be regarded as pensioners upon their respective municipalities.

333. *Primary English Schools for Girls.*—"The four aided schools returned under this head (we have no Government schools of the kind) are the primary section of St. Patrick's Girls' Orphanage at Agra, the Canning Protestant Girls' Schools at Agra, the Church Mission Girls' School or Katra School at Agra, and the Gun Factory School, Fatehgarh. As last year, so this, I give the collective roll and the collective results of the upper and lower primary examinations for these four schools. The collective roll on the 31st March last was 168 girls, 41 standing in the upper primary and 127 in the lower primary division. The examination results are: 17 out of 24 presented passed the upper primary examination and 25 out of 45 presented passed the lower primary examination. Only the first two of these schools have an upper primary division, the other two have merely a lower primary division. In all four schools a certain proportion of the scholars standing in the lower division form an infant class or infant classes.

334. "The primary section of the St. Patrick's Girls' Orphanage needs no particular notice here, as in reviewing the Orphanage under middle schools I have already declared the tuition to be efficient throughout the institution. A few words may be said upon each of the three remaining schools:—

Canning Protestant Girls' School, Agra—"Towards the close of the first quarter of the school-year which in this school as in most others is the calendar, not the official year, some 10 old scholars left the school, but 17 new admissions made during that quarter brought the school roll to 50 on the 31st March last—the school's average roll on that date for now some years. At Chrismas last, 11 girls were examined by the upper primary standard and seven of them passed: by the lower primary 13 girls were examined, of whom nine passed. The school is well managed and efficiently taught, but the course of instruction hitherto pursued in the school has been somewhat interrupted and disarranged by the necessity of now graduating the classes so as to accord with the standards of instruction prescribed in the new Education Code. Visiting the school recently I found the girls classified under I. to V. of these standards, and after examination came to the conclusion that most of the girls in each standard would be able by October next to pass satisfactorily in their work. The school however, situated as it is in the Civil Lines of Agra, whence very few day scholars can be drawn, and with only accommodation for 50 boarders at the outside, cannot possibly earn under the new Code so large a grant as it now receives, *viz.*, Rs. 315 a month. Mr. Finlay, our Collector, who is now the active manager of the school, and myself have made independent calculations and have both arrived at a figure a little above one-third of the present grant as the maximum amount which the pupils, however well instructed and however regular in attendance they may be, can earn for the school under the new Code. The new Code has certainly not brightened the prospects of the school.

Katra Girls' School, Agra.—Last year this school was a boarding school, attended, however, by a few day scholars from the Native Christians of Agra. It was not then

held in the Katra, but in quarters assigned to it in the Church Mission compound on the Drummond road. Its expense as a boarding school was too great for the Mission funds, so it was given up during the year and its boarders sent to their homes. Its few day scholars were held together and were assembled in the old Katra school building, whence the school derived the name under which it first received a grant-in-aid. When I visited the school in the middle of the year there were some 14 day scholars present, of whom six were in an infant class and the rest were reading an English Primer, a first Reader in Hindi published by the Church Mission, and doing simple addition and subtraction in English figures. The number of scholars has now risen to 32, of whom 12 form an infant class and the rest are reading in progressive stages of the lower primary examination course. The school on its reversion to a day school has not yet secured the attendance that it once had, nor does it teach as high as it once did; but its grant of Rs. 30 a month has, I think, rightly been continued.

Gun Factory School, Fatehgarh.—"This very small school—containing at the end of the year only nine pupils, the same number as last year—was closed when I went to inspect it in March last, a rash of some sort having broken out among the children. I ascertained from the teacher, however, that four of her pupils, under six years, formed an infant class, and that the rest, from 6 to 10 years of age, were in an upper division of two and a lower division of three—the former beginning on the compound rules; the latter on simple long division, with reading and copy books. An elder girl of 12 years had recently been removed to the Cawnpore Memorial School.

335. *Vernacular Primary Schools for Boys.*—"There are of these this year, including the primary sections of middle vernacular schools—tahsili, pargana and halkabandi—815 schools with 25,549 scholars, of whom 5,009 are in the upper division and 20,540 in the lower division. Last year the figures were: schools 811 and scholars 4,345 upper division, 20,797 lower, or 25,142 in all. A small increase therefore has taken place in both schools and scholars, and there is improvement also in the proportion between numbers in the upper division and in the lower. The average daily attendance this year has been 20,154 against 19,814 last year, both of these figures being 80 per cent. of the year's enrolment. The number of inspections made among these 815 primary vernacular schools by the Deputy and Sub-Deputy Inspectors was 2,718, giving an average of between three and four inspections per school. In addition, 774 of the 815 schools underwent the annual examinations, upper and lower primary, held during the cold season at 136 centres by the Deputy Inspector and myself, the Deputy Inspector working with me at some centres, at others he and I holding independent examinations. The number of vernacular primary schools thus independently examined by me was 201. The details of these various examinations are: 515 of the 774 schools, being classified fully up to third class, presented boys in both the upper and lower standards and also boys in the intermediate or IVth class standard: 196 schools presented boys in the intermediate standard and also boys in the lower or Vth class standard: and 62 schools classified no higher than the Vth class presented boys in the lower standard only: 41 schools not having a class above the VIth were unable to send boys to these examinations, but since the examinations were held the classification in 12 of these has been raised to a Vth class: the total number of boys presented in the upper standard was 1,131, of whom 657, or 58 per cent., passed: the total number presented in the lower standard was 3,615, of whom 2,186, or 60 per cent., passed: in the intermediate or fourth class standard 2,027 boys were presented and 1,338, or 66 per cent., passed. The percentage of passed boys is in the upper standard six points below, and in the lower standard three points above, the percentage passed last year. In the intermediate standard the percentage passed is two points higher than last year. The upper standard was somewhat raised in difficulty this year by the introduction of formal examination in a certain portion of the Sanitary Primer, in the whole of which boys going on for the middle vernacular examination have now to pass. Boys in the upper standard had therefore to pass in five subjects this year, instead of in four as last year, and this has lowered the percentage of full passes. A brief review of the vernacular primary schools of each district is here given.

Muttra.—"The number of schools in this district remains the same as last year, 134 with 5,034 scholars, upper division 742, lower division 4,292, against 134 upon last year's roll. The average daily attendance has been 4,009, against 4,128 last year. Pupils came up from 129 schools for the annual examinations, upper and lower primary. In the upper standard 146 pupils were presented and 45 of them passed—a poor result; but 33 others had passed by the same standard at various times of the year on the occasions of the Deputy Inspector's visits to the schools. In the lower standard out of 748 presented 274, or 37 per cent., passed—also a poor result; but many of these boys had not been a full year in the standard, and so could not make much of a show of full passes. Judged by the number of passes made in individual subjects, the tuition of 65 of the examined schools came out as satisfactory, of 31 more as passable, and of the remaining 33 as unsatisfactory. The schools will probably do better at the next examinations, when all the boys have been a full year in their respective standards. The Deputy Inspector, Pandit Gopal Prasad, still continues to manage the schools judiciously, to act promptly in the business entrusted to him by the District Board, and to earn the confidence of the local authorities.

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336. *Agra.*—" The number of schools is still 189 as last year, with 4,713 (a loss of 9) scholars, 948 of whom are in the upper division and 3,765 in the lower. For the upper and lower primary examinations 174 schools presented candidates: for the former 134 boys came up and 86 passed, for the latter the examinees were 521 and the passed 289, the percentage passed being 64 in the one case and 55½ in the other. These percentages are very fair ones, but the number of boys presented in either standard is, as I noticed last year, not so large as it should be, considering the number of schools. Since Munshi Pran Sukh came to the district as Deputy Inspector in the middle of 1879, he has exerted himself greatly to raise and improve the instruction of the schools and in very many of them he has succeeded in doing so, for this year, after what are by no means easy examinations, the tuition in 86 of the examined schools is marked as satisfactory, in 28 others as passable, leaving 60 schools in which it is marked as unsatisfactory or bad. This is a considerable improvement upon the state of things in 1879, when Mr. Goulding, who was then here as Inspector, reported that he could not describe so many as 30 per cent. of the schools as efficiently taught. The daily attendance does not noticeably improve—it has been 3,602 this year against 3,548 last year; but many of the schools are situated in small villages whence not much attendance is to be drawn, and where there is no school-house for the boys to assemble in, but only narrow quarters lent by, or hired of, the zamíndár, patwári, or other inhabitant.

337. *Etáwah.*—" An increase of two schools and of 318 scholars has taken place during the year, making the total number of schools 111 and scholars 3,350. The average daily attendance has increased from 2,474 to 2,568. Of the present number of pupils 757 stand in the upper division and 2,593 in the lower. From 107 of the 111 schools 661 boys came up for the upper and lower primary examinations, 218 for the former test, of whom 149, or 68 per cent., passed: 443 for the latter test, of whom 315, or 71 per cent., passed. These percentages are good enough to show that the schools generally are well taught. In fact, after the examinations were over, the tuition in 81 schools was marked upon the results as satisfactory, in 14 others as passable, and in only 13 as unsatisfactory. The Deputy and Sub-Deputy Inspector of the district both work hard and are doing their best to maintain the good quality of instruction which the schools of this district have now for many years shown.

338. *Mainpuri.*—" Schools are 124 in number, one school more, with 3,757 scholars, 10 scholars less, this year than last. The average daily attendance has made a gain of 125, or has risen from 2,956 to 3,081. Of the 124 schools 116 had classes ready for the upper and lower primary examinations, sending up 91 boys for the former and 548 for the latter, or 639 boys in all. Of the 91 boys 55 or 60 per cent. passed the upper test: of the 548 boys 315, or 65 per cent., passed the lower test. The great majority of the schools in this district are not yet classified beyond the IVth class, and that accounts for the small number of candidates coming up for the upper examination. The results for the lower examination are a good improvement on those of last year, and I have reason to know that the Deputy Inspector and Sub-Deputy Inspector of the district have been making extra exertions to bring forward and improve the instruction in the lower standard, with the low range and imperfect character of which I had to find fault last year.

339. *Etah.*—" There has been no increase in the number of schools, but a slight increase in the number of scholars; the schools remaining at 123, the scholars having risen from 4,036 to 4,084. The scholars now in the upper division are 865, in the lower 3,219. From 120 schools 813 boys came up for the upper and lower primary examinations. Out of 200 presented for the former test, 116, or 58 per cent., passed: for the latter test 683 boys were presented and 437, or 64 per cent., of them passed. The result for the upper primary examination is about the same as, for the lower primary much better than, that of last year. There is no doubt that the instruction in the Vth class has been improved during the year, and been brought more closely up to standard than it was a year ago. At the end of the examinations the tuition in 75 of the schools came out satisfactory, in 23 passable, and in the remaining 22 unsatisfactory. The Deputy Inspector and his Sub-Deputy are both very active in moving about their district and inspecting their schools; but the Deputy Inspector, being a Muhammadan, is not very popular among a body of teachers almost exclusively Hindu.

340. *Farukhabad.*—" The schools remain the same in number as last year, *viz.*, 133; but with a slight increase of roll, which has risen from 4,365 to 4,471, and also with a slight increase in the average daily attendance, which has risen to 3,638 from 3,562. As many as 109 of the 133 schools are now classified up to the third class, 15 others are classified upto the fourth class, three are classified only to the fifth class, and the remaining two schools have no class above the sixth. The number of scholars now in the third or fourth classes, or in the upper division, is 1,125, and the number in classes V., VI., and VII., or in the lower division, 3,346. The classification of the schools indeed is making satisfactory progress upward and the proportion of boys in the upper division to boys in the lower is, as I noted last year, better here than in any other district. The results of the upper and lower primary examinations are:—128 schools sent in 996 candidates; 302 for the upper examination, 694 for the lower, 206, or 68 per cent., passing in the former case, and 515, or 74 per cent., passing in the latter. These

are good figures and show that the primary instruction of the district is generally in a satisfactory state. The Deputy Inspector here, Pandit Mul Chand, manages and inspects his schools well, and has always maintained a good quality of teaching in his schools. He will retire in the course of the current year—indeed, would have retired in December last but that the members of the District Board and the local authorities, to whom he has been of great assistance, asked him to stay on till December next. His work has always been good during the 16 years I have known him as a Deputy Inspector.

341. *Vernacular Primary Schools for Girls.*—"We have of these 34 Government schools, one less than last year, a school in Mainpuri having died out, with 782 girls and an average daily attendance of 607, and 17 aided schools, the same number as last year, with 611 girls and an average daily attendance of 508. Of the 34 Government schools the Deputy Inspectors return 11 as having an upper division or a class or classes above the fifth and the remaining 23 as having only a lower division or no class above the fifth, the total roll of the upper division being 50, and of the lower division 732. They also return 5 girls from the upper division as having passed the upper primary examination out of 22 presented, and 73 girls from the lower division as having passed the lower primary examination out of 240 presented, which means, as I explained last year, that the 5 girls can read passages which they have read before from the *Bamamanoranjan* or other easy reading book, write such passages very slowly and with no great accuracy of spelling from dictation, and add and subtract in money and weights or perhaps struggle through an easy sum in rule-of-three, and that the 73 girls can read from their Hindi primer, transcribe on their slates words and sentences from the same, and add and subtract in simple numbers. I do not expect to see any better results than these, poor as they are, for, as is well known and much lamented, the majority of the girls leave before reaching the fifth class, and even the few girls that get to a class higher than the fifth are there but a few months when marriage comes in and carries them away altogether from schooling.

"Of the 17 aided schools 4 are Church Mission schools in different suburbs of Agra, 3 are the Raja of Kuraoli's schools in Mainpuri, one is the Rakha Christian girls' school at Fatehgarh, 8 are schools for Hindu girls also connected with the Rakha Mission and lying in suburbs of Farukhabad or in outlying villages, and 1 is the Sikandra Orphanage.

"The 4 Church Mission schools at Agra receive a good deal of attention from the ladies of that Mission. They contain between them 81 Hindus and 48 Muhammadans, or 129 girls in all. Nothing is attempted in them beyond lower primary instruction, and 11 girls passed the lower primary examination. Each of these 4 schools gets a grant of Rs. 4 a month.

"The 3 *Kuraoli schools*—survivors of an original 8—are returned as numbering between them 64 girls, with an average daily attendance of 49. But much of this attendance is merely nominal. On the occasions when the Deputy Inspector or the Sub-Deputy Inspector visits them some attendance is got together, and on the last occasion when the Deputy Inspector visited them he passed 2 out of 9 girls presented by a very lenient lower primary standard. There is a grant of Rs. 10 a month between the 3 schools.

"The *Rakha Christian Girls' School* is an orphanage attended also by day-scholars from the Rakha Christian village. On the day of my visit in March last there was a roll of 62 girls, of whom 37 were orphan inmates and 25 day-scholars. I found the head class to consist of 9 girls, all of whom were equal to passing the upper primary examination, except in arithmetic, which is not taught in the school beyond the four simple rules and the first two compound rules. The next class of 8 girls was a very good class and very well up in its work and I passed them all by the lower primary standard, being content in arithmetic that they passed in the four simple rules. The other six classes, the last class of all being an infant class of 16 very young children, all did well. And I came away satisfied that the school was well conducted and well taught under the superintendence of Miss Woodside and the staff of Native Christian teachers whom she employs. The school deserves a larger educational grant than the Rs. 13 a month which it now gets. The 8 schools of non-Christian girls which the Rakha Mission has in charge, and for which it gets a grant of Rs. 35 a month, not having the daily supervision that the orphanage school has, are not so well taught as that institution, nor so regularly attended. The 8 schools number between them 163 girls, and the Deputy Inspector returns only 9 girls of the 163 as passing by a lenient lower primary standard. In fact, missionaries are not more successful with Hindu and Muhammadan girls' schools lying away from daily and immediate superintendence than is the Department of Public Instruction. Girls go away from a mission school just as soon as they do from a Government school: hence neither class of schools can show much progress.

342. *Sikandra Orphanage Girls' School.*—"There was a roll of 195 girls in this institution on the 31st March last, of whom 10 formed an upper division, the remaining 185 being in various stages of elementary instruction, some 30 of them being in the

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infant classes. Hindi and Urdu are both taught, the Roman character being used for writing. Some of the elder girls are set to help in the household concerns of the establishment, and many others are engaged in learning useful needle-work. From the upper division 3 girls passed by the upper primary standard, from the lower division 3 girls passed by the lower primary standard, the full complement of arithmetic not being demanded in either case. The ladies of Agra who are interested in the institution usually get up a school treat for the children in the cold weather, while the ladies resident on the premises, irrespective of the time they devote to the careful instruction of the children, do everything they can to encourage outdoor and indoor games and to make the place a cheerful abode. The following school is returned in the annual statements as a primary English school since a certain proportion of its scholars learn elementary English, but as I have not mentioned it before, I give a brief notice of it here:—

St. Joseph's Girls' Orphanage.—" At the close of the year there were 146 inmates of this Orphanage, of whom 33 formed an upper department, learning, with Urdu reading and writing, elementary English and arithmetic up to the four simple rules, and 106 formed a lower department, learning Urdu reading and writing only, 30 of these making an infant class; while 7 other girls, whose mental faculties had been so checked by the privations they suffered during the famine that they are not now put to lessons at all, formed a class that is set to domestic and industrial work only. At a recent examination which I held of the school I was able to pass 9 girls from the upper department by the lower primary standard, but no girl from the purely vernacular or lower department was equal to the standard. The religious ladies who have the children in charge do not attempt to give them more than a very simple and elementary education, but they combine with it good instruction in plain needle-work and knitting, while for the elder girls a regular industry in artificial flower-making, in embroidery and in needle-work of a more ornamental kind, is successfully carried on. In short, the girls are taught to make themselves handy, to make up their own clothes, and to learn other things that not only help to keep them while they are in the institution, but will be of practical use to them when they leave it. The Orphanage receives a grant of Rs. 100 a month, which the Christain teachers engaged do their best to deserve."

ROHILKHAND DIVISION.

343. The Inspector reports :—

Primary English Schools.

Government Primary Schools.—" These are the lower divisions of the 4 zila schools. It is satisfactory to record an increase in the attendance of 3 out of the 4 schools, Budaun alone showing a decrease. The aggregate roll on the last day of the year was 502, against 454 in the previous year. The results of the primary examinations show a marked improvement, 78 boys having passed the higher, and 125 the lower test, as against 52 and 53 respectively in 1881-82. This increase, I know, is not due to any relaxation of the rule by which promotions are regulated. All the Head-masters are very strict in this respect, and to this strictness is due in a great measure the steady and continuous success of the Rohilkhand zila schools in the higher examinations.

A few details regarding each school are given below :—

344. *Moradabad.*—" The roll shows an increase of 27 pupils, there being now 156 as against 129 last year. Out of 41 candidates examined by the higher test, 29 passed, and out of 81 examined by the lower 52 were found qualified. Last year's numbers were 18 and 19 respectively. All the classes are very full, three of them containing over 40 boys each, and consequently it has been found necessary to form some of these into two sections. With the present limited staff any further increase of pupils is scarcely desirable, but if the rise continues, a requisition must be made for more teachers. About 28 per cent. of the pupils are Muhammadans. Mr. Bonnaud writes :—' The Muhammadans are slowly but steadily awaking to a sense of their needs and responsibilities, and I confidently count upon a yearly increase to their numbers.'

345. *Shâhjahânpur.*—' The roll number has risen from 116 to 127. The upper and lower primary examinations were passed by 20 and 23 boys respectively, as against 11 and 15 in the previous year ; the percentages of passed boys to examinees were for the upper 60, and for the lower test, 50.

346. *Budaun.*—" The roll shows a decrease of 16 pupils, the number being 91, against 107 last year. About 62 per cent. of the pupils in this section are Muhammadans. ' It is satisfactory,' says the Head-master (himself a Muhammadan , ' to find that the Muhammadans have begun to appreciate the value of English education and to send their children to the zila school.' The primary examination results show great improvement, 15 and 18 boys having passed, as against only 8 and 6 in the previous year."

347. *Bijnor.*—" Last year the number on the roll was 102, and I remarked that any further increase was scarcely desirable without a corresponding addition to the

strength of the staff. An additional teacher was appointed at the beginning of the year to this as well as to each of the other primary English schools, and the roll shows a further increase, standing now at 128. In the upper examination 14 out of 20, and in the lower 32 out of 40, passed. All the classes are well filled, over 31 per cent. of the scholars being Muhammadans.

348. *Boarding-houses*—"These continue to flourish. At Moradabad the number of boarders has risen from 21 to 24, 8 of these being Musalmans. Only 3 receive stipends, so that the house contains 21 self-supporting inmates. A superintendent's house is under construction. The Shâhjahânpur house has 18 inmates, only 6 of whom are self-supporters. With one exception the conduct of the boarders has been excellent. The exception was one Inchha Ram ('a pugnacious and refractory character,' writes Mr. Williams), who was expelled with the sanction of the President of the District Board. The Budaun boarding-house has 24 inmates, 11 supporting themselves. No more boys can be received unless the building be extended. The Bijnor house is remarkably popular, and the number of boarders has risen from 34 to 39, only 5 of these being stipendiaries.

"I have advised the Head-master not to admit any more boys until increased accommodation can be provided. As remarked by Mr. Moule, 'the temptation to strain the resources of the house must be resisted.' Something has already been done towards providing more accommodation by the erection of a small tiled-roof building, but even now the building is as full as it should be.

Primary Municipal English Schools.

349. "The Pilibhît, Amroha, and Sahaswan schools are maintained entirely from municipal funds; the Inglis Memorial schools of Bareilly partly from municipal and partly from provincial funds.

Pilibhît "has a roll of 37 pupils in the primary English section. The classes were again deficient in arithmetic and by no means good in dictation. Only one boy passed the upper and three the lower test.

Amroha.—"A primary school proper. It has a roll of 84 pupils, as against 72 last year, over 54 per cent. being Muhammadans. The results of my examination were more satisfactory than those of last year, nine boys passing in each standard.

"The school is getting to be more appreciated and I have recommended the appointment of an additional English teacher.

Sahaswân.—"At this school I found a roll of 36 pupils. The upper and lower standards were passed by three and one boy respectively. I was not satisfied with the state of the lower classes.

Inglisganj Memorial Schools, Bareilly.—"These are two, the eastern and western schools, erected in memory of Mr. John Inglis, for many years Commissioner of Rohilkhand. They receive a Government grant of Rs. 115 per mensem. The eastern school has a roll of 92, and the western, one of 125 pupils. The former is not far from the Bareilly High Shool, and I see no reason why it should be maintained, since boys living in the neighbourhood can easily go to the lower department of the high school.

The state of instruction is inferior to that in the western school, and only three boys passed in each standard, whereas in the latter 17 passed the upper and 21 the lower examinations.

Aided Mission Schools (English).

350. "There are seven of these schools in the division, four for boys and three for girls.

Boys' Schools.—"There are 121 pupils on the roll of the *Moradabad school.* I visited the school in February, and was not satisfied with the way in which promotions had been made. Out of nine boys examined in the higher standard, only two passed, and out of 15 in the lower, seven passed. The *Lodhipur Orphanage* has 152 pupils in its primary section. Five passed the upper and 12 the lower test, the percentages of passed boys being higher than those of last year. At *Sambhal* I found a roll of 24 in the English branch. The highest class was represented by a solitary individual, a young man of 25 or 26, who had been admitted to the school shortly before my visit. The next class had 4 boys, all of whom passed in the lower standard.

"The *Budaun* school had a roll of 38 pupils. In the upper standard, 4 out of 6, and in the lower 2 out of 11 passed. The latter failed generally in dictation and arithmetic. Their spelling was vile, and their arithmetical work slow and inaccurate. The school contains a large proportion of Muhammadans.

Girls' Schools.—"The *Bareilly Orphanage* had at the close of the year a roll of 254 pupils in its primary division, as against 239 in the previous year. Of the whole roll-number, 78 learn English as well as Urdu and Hindi, the rest reading the vernaculars only. The school is under excellent management. It has an earnest and zealous superintendent in Miss Sparks, whose work is clearly a labour of love, and who is ably assisted by Miss Kerr and one or two other lady teachers. In the annual examination 15 girls passed the upper and 39 the lower test.

"The *Moradabad girls' boarding school* is also a most useful institution established for the daughters of Native Christians scattered over the district, who, by the

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training they receive here, are fitted to become wives of preachers and catechists, zanana-visitors or school-mistresses. The school is not professedly an English one, but as some English is taught, I have classed it as an anglo-vernacular school. The highest class had not fully attained the upper primary standard. In the second class, 21 girls passed in the lower standard.

"The usual instruction in sewing, weaving, cooking, &c, continues to be given. The school is now under the superintendence of Mrs. Gill, Mrs. Parker having gone to America. There are 102 girls on the roll.

"The *Budaun boarding-school*, which last year was classed as a vernacular school, now gives instruction in English. It has a roll of 63 pupils and teaches up to the upper primary standard, which had been attained by 4 girls. Two of these wrote to dictation without a mistake, and their handwriting would have done credit to any English girl. Their work in arithmetic (fractions) was neat and accurate. The lower primary test was passed by 8 girls. Altogether this is a good school and well deserves the increased grant given to it. It remains under the general superintendence of Mrs. Hoskins.

Primary Vernacular Schools.

351. *Government Schools, Town and Village.*—"I give below the usual statement showing the number of schools and scholars, district by district, as compared with last year :—

District.	1882-83.		1881-82.	
	Number of schools.	Number of scholars.	Number of schools.	Number of scholars.
Bijnor	106	3,626	106	,3501
Moradabad	117	3,622	121	3,629
Budaun	109	3,296	109	3,291
Bareilly	115	4,229	115	3,895
Shâhjahânpur	106	3,400	109	3,245
Pilibhît	57	2,041	54	1,968
Total ...	610	20,214	614	19,529

The number of schools is less by 4, but the number of scholars is greater by 685 than in the previous year. The only district that shows a decrease both in schools and scholars is Moradabad, but that decrease is very slight. It loses 4 schools and 7 pupils, or an average of less than 2 pupils for each school abolished. Bijnor, Budaun, and Bareilly, with the same number of schools as last year, gain respectively 125, 5, and 334 pupils. Shâhjahânpur has lost 3 schools, but shows an increase of 155 scholars, and Pilibhît has gained the same number of schools with 73 scholars. The districts that mainly contribute to the increase are these:—Bareilly, Shâhjahânpur, Bijnor and Pilibhit. It is satisfactory to find that the Deputy Inspector of Budaun has not again this year been obliged to strike off the names of numbers of nominal students. As remarked by Mr. Darrah last year, there are now very few schools 'with dummies' on their registers. Of the 610 schools now in existence, 33 are the lower sections of town schools, 32 those of village schools, and 545 are primary schools proper. Of these 545 again, 378 are upper and 126 lower primary; the remaining 41 have not yet attained the lower standard. These figures indicate some progress, as last year the number of purely primary schools that had worked up to the higher standard was 367.

352. *Primary Examinations.*—"The plan adopted last year of calling up for examination only the third and fifth classes of each school was adhered to, every precaution being taken that no boys who were found qualified last year should again be presented for examination in the same class. Of the 569 schools which furnished candidates, 482 were examined by myself and 87 by the Deputy Inspectors. The results for each district are given in the margin and show very fair progress since last year, when only 592 boys passed the upper and 1,766 the lower test. The only district in which there is an apparent falling off is Budaun. I say *apparent* because the decline in the number of passed boys is not due to any deterioration in the schools, but solely to the fact that my inspection of the district took place in November, only 7 months after my

District.	Number passed.	
	Upper primary standard.	Lower primary standard.
Bijnor	237	467
Moradabad	131	445
Budaun	122	213
Bareilly	114	258
Shahjahânpur	111	381
Pilibhît	69	205
Total ...	784	1,969

previous inspection, and the classes had not had sufficient time to work up to the full standard. In future I propose taking the districts in the same order if possible, or at any rate allowing 10 months at least to elapse between two inspections. Of the 784 boys who had attained the upper standard, 740 were passed by me and 44 by the respective Deputy Inspectors, and of the 1,969 who had reached the lower standard, 1,849 were passed by me and 120 by the Deputies.

353. "A few words regarding each district may be given here:—

"*Bijnor* has 100 schools with classes above the sixth, 10 of them being lower divisions of middle schools, 72 upper, and 18 lower primary ones. All but one were examined by myself. The upper primary examination was passed by 237 boys as against 149, and the lower primary examination by 467 against 435 in the previous year. The percentage of passed boys to examinees was for the upper standard, 80, and for the lower, 77. At the time of my inspection, tahsíls Bijnor, Najíbabad, and Nagína had very few schools which had not attained the upper standard, but in Chándpur and Dhámpur the proportion of such schools was large. The returns however, show that many of the latter have since risen in status. The chief reason why upper sections are not found in all schools is that the teachers do not like the additional labour. As a general rule, schools which have upper sections are better throughout than those which do not advance beyond the lower standard.

354. *Moradabad.*—"This district has 108 classified schools, 11 of them being lower divisions of town schools, 82 upper, and 15 lower primary ones. I examined 107 of them, leaving one to the Deputy Inspector. The numbers passing in the respective standards were 131 and 445, as against 100 and 364 last year. The percentages of passed boys to examinees were respectively 69 and 73. Generally the results show great improvement, especially in tahsíls Moradabad and Bilari, the schools of which were last year in a very poor state. The primary sections of all the town schools, with the exception of those of Sambhal and Sirsi, did well.

355. *Budaun.*—"Of the 109 schools in this district, 17 are attached to middle schools, 79 are upper, and 13 lower primary. I examined 79 of them, 30 being left to the Deputy Inspector and his assistant. The higher test was passed by 122 boys, and the lower by 213; the numbers for last year being 138 and 242.

"The falling off, as already stated, is due to the fact that only 7 months had elapsed since the previous year's inspection; but though there is a decrease in the numbers passed, the percentages of passed boys to examinees are better than those of last year. They are 65 for the upper and 64 for the lower standard.

356. *Bareilly.*—"In this district there are 11 lower sections of middle schools, 81 upper and 12 lower primary ones, in all 104 with classes above the sixth. The number of schools examined by myself was 79. The upper standard was attained by 114 and the lower by 258, last year's numbers being 95 and 261 respectively. The percentages of passed boys to examinees were 59 and 63. All the tahsíls except that of Aonla showed fair progress. The primary section of Atarchheri school, the only village school which passed a candidate in the middle class examination, did badly, and that of another middle school (Sirohi) so badly that I had to recommend its reduction.

357. *Shájahánpur.*—"This district has 96 classified schools, 8 being attached to middle schools, 29 upper, and 59 lower primary. I examined 64 of them. In the higher standard, 111 boys passed as against 63, and in the lower, 381 as against 314 last year. The percentages of passed boys to examinees are 79 and 76 respectively. The fact that a smaller number of schools furnished and passed a much larger number of candidates than last year is a clear indication of general progress. The primary sections of all the middle schools except that of Jalálabad did well. As far as primary instruction is concerned, the district is far in advance of what it was three years ago.

358. *Pilibhít* "has 52 schools which have worked up to the lower standard Of these 8 are lower middle, 35 upper, and 9 lower primary. All but one were examined by me. The higher test was passed by 69 and the lower by 205 boys, the numbers for last year being 47 and 150 respectively. The percentages of passed to examinees are 73 and 88 respectively, higher than those of any other district. Generally the results are very satisfactory and speak well for the careful management of Deputy Inspector Karamat Ali.

359. *Girls' Schools (Government).*—"These are provincial, local, and municipal. Their number remains the same as last year, *viz.*, 24. Of these 3 are maintained from provincial, 13 from halkabandi, and 8 partly from municipal and partly from provincial funds. The aggregate roll of these schools shows an increase of only 6 pupils, there being now 547, as against 541 last year. The three provincial schools are the Pilibhít school and the Chitri and Sahaswán schools in Budaun. The last is a new school opened in place of that of Gunnaur closed last year. The first-named one is an excellent school. In the *highest* class 4 girls had attained the lower standard, and in the *lowest* class I found 10 girls who could write easy words and numbers of three figures. The mistress well deserves an increase of pay. The school has a roll of 60 girls.

"Of the 13 hakabandi schools, 3 are in Bijnor, 6 in Moradabad, 2 in Budaun, and 2 in Bareilly. Of the 8 municipal schools, 3 are in Moradabad

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and 5 in Budaun. The Moradabad schools are visited by ladies connected with the American Mission at the request of the Municipal Committee. The Budaun schools have always been open to my inspection. They have a roll of 100 girls, 75 of whom are Muhammadans. Out of the 100 pupils, 97 were examined by me and 57 passed in the standards fixed for the respective classes. The lower test was passed by five girls, three of them being Muhammadans. The only Hindu school of the five is as good a primary school as one could desire to see.

"The best of the Muhammadan schools was opened by its present teacher in 1865, rather a long existence for a girls' school.

"In all these 24 schools 20 girls passed the lower primary examination, as against 21 last year.

360. *Free Schools*—"The number of these schools stands at 16, seven of them being in the Moradabad district, seven in Shahjahánpur and two in Budaun. This aggregate roll shows an increase of eight pupils only, there being now 722, as against 714 last year. I examined 14 out of the 16 schools. The results of the examinations show great improvement over last year, when 43 boys passed in the lower standard. This year two passed by the higher and 72 by the lower test. The only school that teaches up to the upper standard is that of Dhanaura in the Moradabad district, a school maintained from chaukidari funds. Notwithstanding the precautions taken by Committees and Deputy Inspectors to admit only poor boys to these schools, there is but little doubt that many of the pupils are well able to pay for their education.

Aided Schools.

361. *Boys' Schools.*—"These are various mission schools in the Bareilly, Moradabad, Sháhjahánpur, and Budaun districts, and the Sherekot school in Bijnor.

362. *Bijnor.*—"The Sherekot school has a roll of 105 pupils in its primary division. Five boys attained the upper, and 13 the lower standard. Increased accommodation has been provided by the enclosure of two verandahs as rooms. The school is managed in all respects as Government tahsíli schools are, and all the conditions of the grant are fulfilled.

363. *Moradabad.*—"In this district the aided vernacular schools are the vernacular departments of the Moradabad and Sambhal Mission English Schools and the Hasanpur Mission School. The Moradabad school has a roll of 118 pupils, 41 of whom read Urdu and 77 Hindi. In the Urdu branch four boys passed by the lower test, while the Hindi branch had not worked up to the lower standard. The school is beneficial to the poorer classes in the city, and is open to all, irrespective of creed or caste. In the Sambhal school there are 60 pupils reading Urdu. Two boys passed by the lower test, a better result than that of last year. The school is a useful one and deserving of the small grant it receives. The Hasanpur school is an upper primary one and the course of study, apart from religious instruction, corresponds very closely to that of a Government school. As stated in my last report, it is the best mission vernacular school in the Division. The teacher is a normal school certificate-holder. Two out of four boys examined passed in the upper, and 8 out of 11 in the lower standard. I recommend an increase of the grant from Rs. 5 to Rs. 8, or half the amount of the tuitional expenditure.

364. *Bareilly* "has one aided school of this class, that of Fatehganj west, with a roll of 42 pupils. The teacher has revised the scheme of studies so as to suit the requirements of the primary standards. Three out of four boys passed the upper and two out of three the lower test. There is no Government school in the place, so that this school is appreciated. It is attended by many boys from neighbouring villages.

366. *Sháhjahánpur.*—"The Khera Bajhera school, established and endowed by an officer of the Bengal Army, as a mark of gratitude to the villagers for saving his life in 1857, consists of an Urdu and a Hindi branch, containing respectively 23 and 32 pupils. To the main school is attached a Chamar branch, 11 boys and 13 girls, all beginners. Two boys in the Urdu branch passed by each standard, but the Hindi branch is in a very backward state.

366. *Budaun.*—"The vernacular department of the Mission English school receives a monthly grant of Rs. 10. It is held in the same building as the English school and is in fact a part of that school, the pupils going through the same vernacular course as the boys of the English school. It is intended to make it a middle school, the course of studies being nearly the same as that of a Government town school. The higher test was passed by two and the lower by four boys. The results would have been better if the Head-master had not injudiciously made some promotions shortly before my inspection. The grant is well bestowed.

367. *Girls' Schools.*—"These are the Christian girls' boarding school at Bijnor, and between 50 and 60 girls' day schools established by the M. E. Mission in the principal towns of the various districts. Of the latter I cannot speak from general knowledge, as they are not open to my inspection; but they are of course purely elementary schools, the object of the Managers being to give the girls as much instruction as will to enable them read the New Testament in Urdu or Hindi. My enquiries lead me to believe that but few of the girls advance even to this point. Numbers withdraw after a few months of learning and their places are supplied by fresh batches

of girls. A few girls in each school, however, do remain long enough to learn to read, to sing hymns, and perhaps to add and subtract. I believe the objections to male inspection are by no means so strong as they used to be, and in another year or two, I shall probably be able to write more fully regarding these schools.

"The Bijnor boarding school has a roll of 47 girls, daughters of Native Christians scattered over the district. The lower standard has been attained by three girls. The usual household duties are taught. A new school-house has been erected at a cost of Rs. 4,000, and the dormitories, kitchen, &c., are clean and comfortable Fees are taken from those pupils whose parents can afford to pay them. The lady Superintendent, Miss Rowe, is assisted in her duties by three Native Christian governesses and a Maulvi, the tuitional expenditure amounting to Rs. 80 per mensem.

Unaided Schools.

368. "I have seen a few of these during my tour. Their teachers seem to have got hold of the idea that it is the intention of Government to offer grants or other pecuniary help to those of them who will assimilate their course of studies as far as possible to that of Government schools. That many of the younger men who teach in these schools would gladly introduce such subjects as geography and mathematics I have no doubt. But the majority of old Maulvis and Pandits will have nought to do with our systems, preferring to go on in their own old fashioned ways and methods, and these methods undoubtedly satisfy a large portion of the people. I have been speaking here of the ordinary *desi* schools, but I cannot close without referring to a superior school opened by Mir Imdad Ali, C.S.I., at Moradabad. The school is located in a building erected by the founder at his own cost. It has a roll of 251 pupils, 105 reading Persian or Arabic only, 72 learning arithmetic as well as one or more languages, and 50 reading theology only. Many of the last set after learning to read the kuran join the General Department. The Mir Sahib hopes soon to be able to introduce history and geography in the scheme. The school is open to Hindus as well as Muhammadans and is likely to become a good oriental school."

ALLAHABAD DIVISION.

369. The following is from the Inspector's report:—"Of the *halkabandi primary schools* of the Division, 360 were inspected. These contained 12,159 boys, of whom 4,295 were examined, 2,241 (or 52 per cent.) obtaining pass marks. The average percentage of efficient schools for the Division is 28. In Allahabad and Hamírpur the percentage is highest. Cawnpore and Bánda stand at the average, Jaunpur is slightly below the general percentage, and Fatehpur, as usual, much below all others. The improvement in the standard of the primary schools in the Allahabad, Bánda, and Hamírpur districts is marked and very satisfactory, and even in the Fatehpur district, low as it still stands, there are at least some hopeful signs for the future.

370. "In the *Allahabad district* 74 schools were inspected and 778 pupils presented for examination. Of these, 481 boys passed successfully, giving a percentage of 62, the highest in the Division. The greater number of fairly efficient primary schools is to be found, perhaps, in the tahsíl of Soraon. The Mindara, Mahronda, Mau Aima, Kalyanpur, Baladih, Ismailpur, and Mukandpur schools have all much improved within the last year or two. In the Phulpur tahsíl the number of good schools is small. Sikandra, Sarai Ghani, and Bhane Mau have the best. The number of respectable schools in the Handia tahsíl has increased. Suron, Bilupur, Jalalpur, Bhupatpur, Saidabád, and Purajurai are all in fair order. In Meja the schools are necessarily few, and what there are are generally backward. Those at Amiliah Nouriha, and Parwa are perhaps the best in that tahsíl. The schools in the tahsíl of Karchana have not generally done well. Those of Arail, Balapur, Panásá, and Chilla are the most satisfactory. The Bara schools are few, but good. Lálapur, Manpur, Dhara, and Sheorajpur are among the best in the district. The tahsíl of Chail numbers some five good primary schools, *viz.*, those at Mahgáon, Chorwán, Chail, Kathowla, and Begam Sarai. Manjhanpur continues the most unsatisfactory of all the tahsíls in the matter of schools. Kara and Karári, perhaps, are the only villages with schools which can be at all spoken of favourably.

371. "In the *Fatehpur district* 38 schools were inspected and 442 boys examined, of whom 239 passed successfully. The Kalyanpur tahsíl is the only one which contains a fair number of passably efficient primary schools. Among the best of these are the Deo Mai, Malwa, Amaura, Deo Mai Kuthia, and Riwári schools. In tahsíl Kora, the Jahanabad school is the only one worth notice, and in the Sadr tahsíl there are but two good primary schools, *viz.*, those at Bilanda and Aurai. Bad as is this record, still the look-out is more promising in Fatehpur than it has for a long time been. The new Deputy Inspector has the confidence of the district officers, and it is expected his new arrangements for schools and teachers will soon begin to bear greatly improved results.

372. "In *Cawnpore* 95 schools, numbering 3,108 pupils, were inspected. The number of boys examined was 1,140, and 566 obtained pass marks. The percentage

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of efficient primary schools was found to be 28, about the average for the Division. (This excludes the tahsíl of Bilhaur, the examination of the schools in which was kindly undertaken by the secretary of the District Board, Mr. H. F. Bartlett). It cannot be said that there has been any general improvement in the halkabandi schools of this district. In the tahsíls of Narwal, Mangalpur, and Akbarpur there has been a decided falling off in efficiency. In Mangalpur there is scarcely a school which can be spoken of favourably, and in Akbarpur but one, Pirajor: and in the Narwal tahsíl, the schools at Sikathia and Karbigawán are the only ones which may be considered satisfactory. Nor have the Jájmau tahsil primary schools improved. The Maniram-ki-Baghiá school alone did well. The schools in the Shiurajpur tahsíl show the best, among which may be noticed those at Bannapur, Kashipur, Honhán, Bhowsáná, and Amiliha. The Derapur and Musa Nagar tahsíls presented each only two fair schools, *viz.*, in the former, at Sunihapur and Mahoi, and in the latter, at Barowli and Musa Nagar itself. Ghatampur tahsíl presented three good schools—of Patára, Parari Lalpur and Gujela—and Bhognipur an equal number, *viz.*, Amraodha, Gurgaon, and Silahra. Lastly, in the Rasulabad tahsíl, the only good schools coming forward for inspection were those of Nar Khurd, Pilakh, and Banipárá. It is hoped the retirement of the superannuated Deputy Inspector, Pandit Chintaman, who has done excellent work in his time, and the appointment of a younger successor, may be followed by the disappearance of the stationary condition in which the primary education of the Cawnpore district has for the last year remained.

373. "In *Hamírpur* 50 *primary schools* were inspected. Of the 647 boys presented, 300 passed successfully, giving a 'passed' percentage of 46. In the tahsíls of Kulpahar and Maudha the primary schools are still very backward. There is scarcely a school in either which could be justly ranked as efficient, and in the Panwari tahsíl the town school of Panwari itself is the only one well classified and taught throughout. In the tahsíl of Muskará the primary schools are in a much more satisfactory condition. Those at Muskara itself, Bihuni, Amiliá, Benwar, and Chhani, are all in good order. The Sumerpur tahsíl also presents four very good schools, *viz.*, Bidokhar, Pachkhurá, Ingohta, and Terhá. Ráth showed only three good schools—Naurangа, Majgawán, and Tolaráwat, and a similar number (Sijhári, Paswara, and Supa) was found in the tahsíl of Mahoba. In the Sadr tahsíl of Hamírpur there are two primary schools which give satisfaction, *viz.*, Powtiah and Jhalokhar. The present Officiating Deputy Inspector of Schools takes great interest in his work and is doing good and successful work. It would be advantageous to the district were he to remain there.

374. "In the *Bánda district* 44 primary schools, numbering 1,376 pupils, were inspected. Of the 580 boys examined, 344 passed with credit, giving a percentage of nearly 60. With the exception of that for the Allahabad district, this is the highest proportion in the Division. The greater numbers of satisfactory primary schools are to be found in the tahsíls of Bánda (Sadr), Bisonda and Mau, in each of which several good schools were discovered. Chief among those in the Bánda tahsíl were the Khinni Náká, Katra Náká, Gureh and Mahokhar schools. In Mau, the Tári, Khandeha, Baberu, and Chhibun schools excelled; and in Bisondá tahsíl, those of Panahar, Murwal, Kushand, and Seondha. In Kamasin, Pailani, and Mataund, the number of efficient schools is small, not more than two appearing in each of the three tahsíls, *viz.*, Pahari and Bhadedu in Kamasin; Alona and Luktara in Pailani, and in Mataund, Kaheirá and Riwai. Still, notwithstanding the number of fully efficient schools is not greater, the standard of instruction has been raised and the classification extended generally throughout the district. It was once proposed to be content with nothing above a fifth class. It is very rarely now that a school is without a fair fourth class, while the full *dafa bandi* (to class III.) is not uncommon. The present Deputy Inspector (Mirza Kaisar Bakht, a Shahzada of the Delhi family) has been active and attentive in his work, and he possesses considerable personal influence with the teachers. His appointment to this district has greatly benefited the schools, and probably the zila of Bánda will ere long rank evenly with the older districts of the Division.

375. "*In Jaunpur*, 59 primary schools in three tahsíls were this year inspected—the secretary of the District Board undertaking the examination of those in the remaining two tahsíls. These 59 schools contained 2,114 pupils, of whom 708 were presented for examination, 312 (or 44 per cent.) obtaining pass marks. This is a lower percentage than that obtained in any other district. The percentage of generally efficient schools was below 24. Of the three tahsíls, that of Kerakat stands first in point of number of good schools. Among the best presented were those of Bebarhá, Kanwán, Mai, Amhit, Pasara, Jaigopalganj, and Chandwak. (In addition are two excellent halkabandi schools now classified as middle.) In the Machhlishahr tahsíl good primary schools are fewer. The best are those at Samehta, Baraipur, Kulhua, and Rája Bázár. The Khutahan schools require much attention and working up. Singra Mau, Kwalipur, and Ghanshyampur were the only schools in the Khutahan tahsíl, which gave satisfaction. Considering that Jaunpur is a much older settled district than most parts of this Division, the standard of its primary education is not what it might and ought to be."

BENARES DIVISION.

376. The Officiating Inspector report thus:—*Benares.*—" The upper primary schools are those with classes from the third or fourth to the seventh and the lower with the fifth class as the highest. No lower primary school came before me. Of 33 upper primary schools which came before me I examined 465 boys and passed 252; placing 16 schools under the head of improved, 13 stationary, and 4 fallen.

377. *Basti.*—" There were 19 schools with the fourth class as the highest, and it is to be hoped that most if not all of them next year will have a third class. The number on the roll was 673, the number present 154, and the number passed 89. In the progress statement I have 6 under the head of improved, 5 stationary and 8 declined.

378. *Gorakhpur.*—" Nine schools with the fourth class as the highest were examined; the number on the roll was 296, the number present 92, and the number passed 29. The progress statement is hardly satisfactory. One school has improved, three continue stationary, and five have declined. Lower primary schools with the fifth as the highest class were four in number, the roll number was 190, 46 were examined, and 9 passed. The progress statement is unsatisfactory. Three schools continue stationary and one has declined.

379. *Ballia.*—" Primary schools with the fourth class as the highest, I examined 15 with 560 on the roll, 200 present and 66 passed, and in the progress statement under the heads of improved, stationary, and fallen, I have placed 3, 8, and 4 respectively.

" The Deputy Inspector, Munshi Balkrishna Lal, has shown good work for the year: there has been a fair increase of pupils on the roll, larger numbers attended my examinations, and the results have been satisfactory. With a Sub-Deputy Inspector to aid him he should work still more successfully.

380. *Mirzapur.*—" Forty upper primary schools came before me and I examined 540 boys and passed 232, placing 11 schools under the head of improved, 14 stationary, and 15 fallen.

" The Sub-Deputy Inspector, Pandit Kishore Chand, has recently joined his appointment and has now taken charge of the higher office of Deputy Inspector. He is a promising young man, and I hope he will soon master his work and prove himself deserving of the promotion he has so rapidly received.

" I examined 33 schools of the upper primary class and consider 10 to have improved, 15 to have remained stationary, and eight to have fallen—a result satisfactory on the whole."

382. *Azamgarh.*—Mr. Constable, the Inspector examined 32 of the primary schools of this district. He says:—" They were all upper primary schools, and the majority had classes from the third to the seventh. I found 20 of them backward in arithmetic, and seven deficient in writing to dictation. On the other hand, two schools were really good in arithmetic and nine in dictation."

383. In the *Gorakhpur* district Mr. De Mello examined 13 schools and Mr. Constable 25, all of the latter being upper primary schools. Of these, 21 were village schools and 4 municipal. Of the 21 village schools, three did well in arithmetic, and six very badly, whilst two wrote well to dictation, and two very indifferently. Mr. Constable examined also 13 schools in the Basti district. " All of these were upper primary schools, but only four of them had the full complement of classes. Four schools wrote well to dictation and one badly. Many of the schools of this district are not up to the required standard in arithmetic. Of the 66 village schools seen by me (in three districts), some were examined in history and some in geography. These studies are not much liked."

JHÁNSI DIVISION.

384. The Inspector says:—"The number of primary schools of all kinds in the Division on the 31st March was 163 Government with a roll of 5,103, and eight unaided with a roll of 200, or 171 in all, with an aggregate roll of 5,303; against 167 Government with a roll of 4,807, and nine unaided with a roll of 198—that is, altogether 176, with a roll of 5,005, or five schools less, but 298 more scholars than on the same date in the previous year. This decrease of five in the number of the schools arises from the exclusion from the year's returns of the only Government girls' school (which ceased to exist at the close of March, 1882), and the abolition of one of the unaided schools under regular inspection in the Jhánsi district, and the closing of four of the least successful lower-class halkabandi schools in Jalaun (which had not been replaced by new ones till the end of the year), against the establishment of a new municipal aided anglo-vernacular school in Orai. At the time of my annual visit to the latter district the fixed number of halkabandi schools there was less by 5 (instead of 4), while one of the unaided schools (Gopálpura State) did not come up at the examination; and thus the total number of primary schools was further less by two, being 169 (*viz.*, 6 English and 163 vernacular), against 176 (5 English and 171 vernacular) examined last year.

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385. "The principal particulars connected with the number, attendance, and results of these schools at my annual examination, with the figures for the past year, are summarized in the table in the margin, and show in all 4,421 boys (*i.e.*, 253 more than last year) examined in all classes and in all subjects; and 112 and 265 boys, respectively, passed in the upper and lower primary examinations, against 128 and 251—that is, 16 less in the former and 14 more in the latter.

		Number of schools.	Attendance.		Passed.	
			Roll.	Present.	Upper primary examination.	Lower primary examination
1882-83,	Government ...	162	4,911	4,270	112	255
	Unaided ...	7	185	151	...	10
1881-82,	Government ..	167	4,732	4,023	127	245
	Unaided ...	9	199	145	1	6

"Brief details of the 169 schools, under the two heads *English* and *Vernacular*, follow :—

Primary Schools (English).

386. "The primary English schools are the lower sections of the three zila schools, the municipal anglo-vernacular schools of Kúnch and Orai (the latter of which has been established during the year, and has increased the number of the schools from five to six), and the unaided English classes attached to the Gursarái tahsíli school (Jhánsi).

The total enrolment at the close of the year, in both the upper and lower primary sub-divisions taken together, was 269, against 231, or 38 more (of which 26 has been contributed by the new municipal school, Orai), with a corresponding increase of 41 in the number present at my examination (being 232 from a roll at the time of 270, against 191 out of a roll of 234 last year). The number passed in the upper and lower primary examinations is respectively eight and nine (out of a total strength of 24 and 31), against seven and eight (from 18 and 27), *i.e.*, one more in each.

"The schools were carefully examined by me, and the tuitional status of each as found at the examination may be summed up briefly as follows :—

387. *Kálpi* (Jalaun).—"The tuitional status of the four classes (sixth to ninth) composing the primary school was indifferent. The sixth class was very backward in English and arithmetic, but generally fair in the vernaculars; the seventh and the eighth were fair on the whole, but the latter did badly in both English and Urdu dictation; the ninth class, in its several sections, had been badly taught in English, but showed marked improvement in Urdu. The English pronunciation of all the classes was defective.

388. *Jhánsi.*—"All the classes were indifferent or bad in almost all subjects. The English of all the classes, with the exception of the fourth, was bad; in the vernaculars, not only had very little progress been made, but the little taught had in general been badly taught, especially in Hindi, while there were bad failures in arithmetic in all the classes.

389. *Lalitpur.*—"All classes were very deficient in arithmetic and Urdu and Hindi and, though in general fair, were not well up in English.

Municipal Anglo-Vernacular School, Kúnch.—"The result of the examination was anything but satisfactory. The classification is very defective, and in fact nominal, and the course of studies equally so. All classes acquitted themselves badly in English—only one of the three boys of the sixth and two of the six boys of the seventh class were fair. The results in arithmetic and history and geography—taught by the tahsíli school teacher—were an improvement on those of last year; but Persian and Urdu had been badly taught.

391. *Municipal Aided Anglo-Vernacular School, Orai.*—"I was well pleased with the way in which this infant school acquitted itself from the lowest to the highest class, and which augurs a good future. The master, Chaube Rádha Raman, deserves great credit for the zeal and cordial interest he takes in his difficult task, and I doubt not the school will flourish in his charge and under the fostering care of the tahsíldár, Maulavi Nur-ul-Hasan, to whose exertions it owes its existence.

392. *Unaided English Classes, Gursarái.*—"The result of the examination in all classes, and in all subjects, was very bad. This may, in some measure, be owing to the teacher's absence from duty for about two months through illness; but for all this the result should certainly not have been so bad.

Primary Schools (Vernacular).

393. "The 165 primary vernacular schools are the lower sections of the 13 tahsíl, 137 halkabandi, 6 municipal boys and one girls, and one Government girls, and 7 unaided schools. The total roll attendance at the close of the year was 5,028, against 4,774

in the 171 schools last year, or 254 more. At my annual examination the number of the schools was 163 (one new halkabandi school having since been established in Jalaun, while one of the unaided schools there did not come up). All these were very minutely examined in all classes and the whole curriculum, and full general particulars of their attendance, examination results, and progress, with the figures for the previous year, are summed up, district by district, in the following statement :—

Districts—kinds of schools.		Total number of schools.	Total roll attendance at the examination.	*Number of pupils present at the examination.*				*Passed..*				Percentage of passed.	*Progress.*		
				Upper primary classes III & IV.	Lower primary class V.	Elementary classes VI & VII	Total.	Upper primary.	Lower primary.	Elementary classes.	Total.		Improved.	Stationary.	Fallen off.
Jalaun ...	Government,	80	2,154	178	253	1,391	1,822	47	122	706	875	48·02	22	22	34
	Unaided ...	8	94	1	12	62	75	...	6	28	34	45·33	1	1	1
Jhánsi ...	Government,	54	1,749	117	194	1,232	1,573	38	82	490	610	38·77	22	15	14
	Unaided ...	3	71	...	10	47	57	...	4	11	15	26·32	2	...	1
Lalitpur,	Government,	23	758	63	91	508	662	19	42	194	255	38·52	12	5	5
	Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	Government,	157	4,661	388	538	3,131	4,057	104	246	1,390	1,740	42·89	56	42	53
	Unaided ...	6	165	1	22	109	132	...	10	39	49	37·12	3	3	2
Total of 1881-82.	Government,	163	4,519	378	529	2,944	3,851	118	233	1,243	1,597	35·34	55	53	48
	Unaided ...	8	177	4	13	109	126	1	6	33	40	22·60	3	2	2

"The further discrepancy of five and one in the total number of Government and unaided schools (*i.e.*, in addition to that of one in each just mentioned as compared with last year, shown in the statement, is due, as above explained, to the abolition of four more halkabandi schools in Jalaun, and the exclusion of the defunct Government girls' school in Jhánsi on the one hand, and the closing of one of the unaided schools in Jhánsi ; while the similar difference of six and seven between the total number of Government schools, and the figures in the *progress* sub-columns, for this and the past years, is owing to these extra schools having been newly established, and consequently examined for the first time. So also, one of the unaided schools last year (the same which did not appear this year), having then come up at the examination for the first time, does not figure in the *progress* details for that year.

"Here again, as the results recorded in the statement clearly show, Jalaun has done best, while Jhánsi and Lalitpur are on a par.

394. "Of the two girls' schools included in the statistics of the primary schools here given—*viz.*, the one Government in Jalaun, and the one municipal in Lalitpur—the latter has now at last, on my repeated recommendations, been closed by the Committee in this month as quite useless and unnecessarily expensive, while the former, which was personally examined by me this year for the first time, has turned out to be a perfect sham and been strongly recommended to be abolished."

Kumaun Division.

395. The Inspector reports as follows :—

"The number of primary schools for boys has risen from 178 to 191, and the average attendance from 5,339 to 6,272. The number of girls' schools is the same as last year, and the average attendance is 129 against 127. I spoke of Khetíkhán and Másí as being the best schools of Kumaun in my last report. The former has maintained its position, the latter suffered in attendance on account of the outbreak of the Mahámári in its neighbourhood. But three more schools in Kumaun, Titoli, Dyártoli, and Kurukaráit have improved. I found 106, 100, and 98 boys respectively. There was improvement in attendance in all the schools except seven which were very bad. Many of them have been transferred to better localities, the others will also be removed. There was general improvement also in the Garhwál schools, in one of which I found 91 boys and in three others 80 in each present. Some of the old schools showing signs of decay have been removed to more favourable places and are doing well. In the Tarái, the Kashipur municipal school alone had an attendance of 40 boys, but in none other it exceeded 26. The result of the upper and lower primary examinations were satisfactory, considering that many schools had been newly located.

"The aided schools of Naini Tal, Dwara Hát, and Pithoragarh are all primary. The attendance at the Naini Tal school has increased from 70 to 107 since my last visit, and there is considerable improvement in tuition. Some of the first class boys were deficient in geography, and proper attention did not appear to have been paid to the Hindi class books, such as the *Gutka* and *Padárthvigyánvitap*. In the Persian

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class I did not find any work on grammar being taught, and I drew the attention of the Persian teacher to this omission. In the Dwára Hát school there were 126 boys present. Last year this was a tahsíli school and was made over to the mission at the request of the Revd. Mr. Buck. The attendance is all that could be desired. The highest class read English in addition to the vernacular. The people of Dwara Hát appreciate education, and this school is likely to be first-rate with a little more energy and attention on the part of the teachers. Mrs. Buck has succeeded in establishing a girls' school which is still in its infancy. There were 11 pupils, some of whom were able to write a small sentence to dictation. In the Pithoragarh school there were 41 boys present. The highest class read the *Itihás* and *Vidyánkur*, and only three boys could work a sum in the rule-of-three. Its branch in Bhulgaon is doing well.

396. *Girls' Schools.*—"The four girls' schools of Garhwál are the same as mentioned in the last report. There is some increase in average attendance, and the remarks regarding each are given below :—

"*Julgarh.*—Twenty-three girls were present; three knew eight pages of the History of India and the geography of the five revenue divisions of the North-Western Provinces; their writing to dictation was not correct. Three girls knew something of the geography of the district and simple addition.

"*Bamoli.*—Twenty-seven girls attended. I did not notice any progress since my last visit. Two girls know a few pages of the History of India and simple addition. Three others read the geography of the district.

"*Kandáru*—Twenty-seven girls werepresent. The Pandit's illness has interfered with its progress, and it would not do to remove him, as he is the mainstay of the school. Two girls know the map of the district a little and worked a sum in subtraction. Five girls knew the multiplication tables.

"*Melgaon.*—Twelve girls appeared. The others could not attend owing to the snowfall. There was considerable improvement on last year. Two girls knew the geography of the district very well and worked a sum in division. Their writing to dictation was correct and the hand-writing good. This is the best school of its kind in Garhwál.

"The girls' schools on the whole have maintainedtheir position. Two girls passed the lower primary examination, and six more could read and write easy sentences, and appeared to know a little of the district geography, History of India, and arithmetic. A girl is generally married in her 9th or 10th year, and would not be allowed by her relatives and guardians to attend a school; but this difficulty is to a certain extent met by the fact that our present teachers possess the confidence of the people, and send their own and their kinsmen's girls to the schools. The eight girls mentioned above have therefore been allowed to continue reading, though they are above the age of 10."

OUDH DIVISION.

397. The following introductory remarks by the Inspector will explain the publication *in extenso* of his full and comprehensive report on the primary schools of the province. The report will be of great use to the District Boards to whose management these schools have recently been transferred, and no better way can be devised of offering them, once for all, a full and clear explanation of the principles which have guided the Department in organizing and managing the schools which have now been placed under the control of Local Committees :—

"My report on the village schools of Oudh is of a rather more descriptive nature than such reports usually are; but it is almost the only complete account that has ever been given of the principles on which the Oudh village school system is organized and conducted, and I trust it may be of some interest to the Government and to the District School Boards which have been recently formed. Since the establishment of those Boards, my time has been rather inconveniently taken up with explaining the principles on which the policy of the Department is based. A published account of these principles, to which I shall be able to refer them as occasion may arise, is likely to be of much use to myself as well as to them ; and I thought that an annual report was the best medium for having these subjects explained in point.

Primary Schools (English) for Boys.

398. *Primary English Schools.*—The number of boys' schools teaching English with the vernacular up to the primary grade, and the total enrolment in these classes on 31st March, 1883, are shown as follows :—

			Number of schools.	*Enrolment on 31st March.*
(1)	Primary sections,	Government ...	11	1,167
(2)	Ditto ditto,	Aided ...	7	892
(3)	Ditto schools proper.	Government ...	21	1,396
(4)	Ditto ditto,	Aided ...	8	845
(5)	Ditto ditto,	Unaided ...	2	102
		Total ...	49	4,402

"The first two are primary sections to schools of the high or middle grade, and have been alluded to already in connection with the report on these schools. All

that remains, then is to describe the primary schools proper, Government and private.

399. "The primary schools proper (Government), 21 in number, are all without exception branches attached to the zila or high schools in the different districts, and they are supervised by the Head-masters of these schools or any of their subordinates whom they may depute for the purpose. The private schools, aided and unaided, are under missionary management (chiefly American) and most of them are situated in Lucknow. The following statement shows particulars as to attendance, fee receipts, and expenditure for the last two years :—

Year.		Number of schools.	Average monthly enrolment.	Average daily attendance.	Fee receipts.				Total expenditure.				Average cost per pupil.				Average cost to Government.		
					Rs.	a	p.		Rs.	a.	p		Rs.	a.	p.		Rs.	a.	p.
Government...	1881-82	20	1,147	968	971	13	3		5,070	14	4		5	3	10		2	4	4
	1882-83	21	1,336	1,140	1,186	14	3		5,606	3	4		4	14	8		2	2	2
Aided ...	1881-82	7	598	466	321	3	6		4,695	3	6		10	1	2		4	9	10
	1882-83	8	783	579	410	3	9		6,342	9	9		10	14	9		4	4	10
Unaided ...	1881-82	1	25	18	...				72	0	0		4	0	0		...		
	1882-83	2	79	46	57	0	0		660	0	0		14	5	7		...		

"It will be seen, then, that the Government branch schools have been successfully and economically managed. Although only one school has been added to the previous number, yet the average monthly enrolment has increased by 189, the daily attendance by 172, and the fee receipts by Rs. 215. The aided schools have likewise made fair progress. The cost per pupil in these last is a good deal higher than that in the Government branch schools, because in most of them the instruction is carried two or three years further, and this necessitates a larger as well as a better-paid staff. The two unaided schools are at present in a very incipient state, but have improved since the previous year. They are managed by the Wesleyan Mission in Lucknow.

"There are two distinct standards by which primary English schools are tested. The lower primary or the standard of class VII., which consists of the four simple and compound rules of arithmetic, a moderately easy course of reading and writing in a vernacular, and a still easier course in English,—and the upper primary or the standard of class V., which is higher by at least two years and consists of the main rules of arithmetic, a more difficult vernacular course, the elements of Persian, the fourth English reader, and the outlines of Indian history and general geography. The results of these two examinations for the last two years are shown as follows :—

Year.		*Lower primary examination, class VII.*			*Upper primary examination, class V.*		
		Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.
Government	1881-82,	281	163	118	...	...	...
	1882-83	334	271	172	...	...	...
Aided ...	1881-82,	33	25	13	19	17	11
	1882-83,	69	51	36	49	32	10

"It will be seen from these figures that the Government branch schools have no enrolment above class VII, and give no instruction beyond the lower of the two standards. As branch schools they are not expected, or in fact allowed, to aim at anything higher. The object for which they exist is to give to each student a suitable grounding in the vernacular before he joins the main or zila school, and to give him such additional training in the first elements of English as may relieve the main school as far as possible of this undesirable burden. In the discharge of these functions they have been and are eminently successful. The number of candidates who passed this lower standard in all subjects, English and vernacular, has risen from 118 to 172, and most of these last have joined the zila schools of their respective districts. The branch schools at Fyzabad, Unao, Hardoi, Partabgarh, and Rae Bareli have done exceptionally well, and those attached to the other zila schools are improving. The aided schools shown in the above statement, not being merely branch schools like the preceding, teach in some cases up to a higher standard, and consequently some of their students have passed the upper primary examination in addition to those who have passed the lower.

400. "The combined tuitional results at primary English schools (including all the primary sections as well as all the primary schools proper, Government, aided, and unaided) may be summed up as follows :—The total number of such schools in 1882-83 was 49 : and 46 of these were advanced enough to present candidates for the lower primary examination, against 40 in the year preceding. The total enrolment in the class examined was 766 at the time of the examination, against 767 in the year preceding ;

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the number of examinees was 766, against 661; and the number of passmen 479 against 462. Twenty-five schools out of the 49 were advanced enough to present candidates for the upper primary examination, against 22 in 1881-82. The enrolment of the class examined was 347 against 368, the number of examinees was 347 against 332, and the number of passmen 184, against 205. There has therefore been some decrease in the number of passmen in class V and some improvement in class VII. The present scheme of standards was brought into force three years ago, and has been adopted by the aided schools with scarcely any modifications. The examinations in these standards are carried out with a yearly increasing strictness, in proportion as the teachers become more and more versed in the method of working within the groove prescribed for them.

Primary Girls' Schools—English.

401. "At the close of the year under report there were altogether seven primary schools, English, for girls, which sent returns to this office. Two of these are merely the primary sections to LaMartinière and Lal Bagh, which have been reported on already. Four more are aided schools under the American and English Church Missions. The last is a boarding school, apparently for Native Christians (American Mission) in the Sitapur district. The statistics of attendance and cost at the four aided schools can be seen as follows:—

Year.		Number of schools.	Average monthly enrolment.	Average daily attendance.	Fee receipts.	Total expenditure.	Average cost per pupil.	Average cost to Government.
					Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Aided ...	1881-82,	3	340	245	223 8 0	8,379 11 0	13 12 8	4 6 0
	1882-83,	4	356	246	500 2 0	4,259 13 0	17 5 0	4 12 3

"Of these four schools one is the anglo-vernacular school for Native Christians in Lucknow, under the Church Mission. The highest class, consisting of two girls, is studying as far as the upper primary standard; and the Deputy Inspectress twice examined the school in the past year and spoke favourably of its condition. The next is the Bengali girls' school, managed also by the Church Mission, in Lucknow. It is now 10 years since this school was opened: it began with 28 pupils, and has now risen to 68. This school was examined by Mrs. Pirie, whose report shows that the girls are making good progress in English, Bengali, and other studies: the standard of studies is much the same as that of the preceding school. The third school is situated at a Native Christian village (American Mission) called Pannapur in the Kheri district, and was examined last year by the Deputy Inspector. The school consists of 28 girls, most of whom are making good progress in reading, but are rather backward in writing and arithmetic. The fourth and last is the Zenana Mission Agency (Church Mission). The number of pupils of all ages under instruction is 160; and these are visited and taught in rotation at their respective houses by three different ladies. Of these pupils, 42 are learning writing, 15 arithmetic, 111 Urdu, eight Romanized Urdu, seven English, seven Hindi, and seven Persian. They were examined last year, as far as was possible, by the Government Inspectress. Steady and constant progress is not to be expected; for (as Miss Baumann, the Superintendent, reports), the students get only one visit a week in their turn, and sometimes this one weekly lesson has to give way to some trivial domestic interruption. More progress is said to have been made in reading and writing Urdu or Hindi than in Persian, English, or arithmetic.

402. "Primary English schools for girls are required by the rules last issued for the preparation of statistical returns to conform to the same standards and studies as primary English schools for boys: and the two standards by which the latter are tested at the close of the year have been already described. The following statement shows the number of girls who passed in the last two years:—

Year.		*Lower primary examination, class VII.*			*Upper primary examination, class V.*		
		Enrolled	Examined.	Passed.	Enrolled.	Examined	Passed.
Aided ...	1881 ...	3	3	1	5	5	3
	1882 ...	14	13	6	4	4	3

"In the lower primary examination the result is much better than in the previous year. There is less hope of progress in the upper primary classes, as the custom of early marriage removes a girl from the school at the very age when she ought to remain.

Primary Schools (Vernaculars) for Boys.

403. "Primary schools, vernacular, for boys, can be conveniently grouped under five different headings, as shown below :—

				Number of schools.	Number on rolls.
(1)	Primary section,	Government	...	57	4,521
(2)	Village schools,	Ditto	...	1,106	40,998
(3)	Primary schools,	Ditto	...	25	775
(4)	Ditto,	Aided	...	8	263
(5)	Ditto,	Unaided	...	9	270
			Total	1,205	46,827

"Nothing further need be said in this place about the first group, *viz.*, primary sections (classes VII. to III. inclusive), as these have been described already in connection with the middle schools, of which they form a part, and full statistics have been given as to enrolment, examinees, and passmen. No distinction is made in the statistical returns published in the appendix between village schools and other schools or sections of the primary vernacular grade. But as village schools are specially intended for the agricultural community which pays the local cess or rate by which they are maintained, I propose to isolate their statistics from those of the remaining schools in the remarks which are now to follow.

404. *Village Schools.*—"The general statistics of attendance and cost at village schools are shown below in a comparative form for the last two years :—

Year.	Number of schools.	Enrolment on 31st March.	Average monthly enrolment.	Average daily attendance.	Fee receipts.	Total expenditure.	Average cost per pupil to Government.
					Rs.	Rs.	Rs.
1881-82	1,118	40,112	40,371	30,935	9,731	1,20,164	3 6
1882-83	1,106	40,998	40,079	31,450	9,715	1,20,703	3 5

"There has thus been a decrease from 1,118 to 1,106 schools, 12 schools in all. The enrolment, however, on 31st March was greater by 886, and the average daily attendance throughout the year 1882-83 has increased by 515. The fee receipts are very nearly the same in both years, nor has there been any change worth mentioning in the total expenditure or in the average cost per pupil. The cost per pupil at village schools in Oudh, as compared with that of village schools in the North-West, is less by 8 or 10 annas a year ; and this disparity in the cost of each pupil makes up a very high total, when we take into consideration the large number of students attending schools of this description. The fees collected at village schools in Oudh are not paid into the treasury, nor are they always paid in cash ; they are taken at the teacher's own valuation and considered as part of his salary. The teacher is left to collect whatever fees he can, and there is no rule as to the amount. The decrease of schools by 12 should not cause any surprise. Many of the village schools in these provinces are, and (I think) always will be, of an ephemeral character. As soon as the stock of children belonging to the school-going castes has been used up, the attendance begins to fail, and the school dies a natural death or is abolished. Probably in every district in the North-West and Oudh there are at least 10 village schools in any given year at which it is impossible to keep up a regular attendance of 20 or 15 students; and every year some three or four of these schools (and sometimes many more) dwindle down to an attendance below 10, and are therefore closed or transferred. The department in Oudh is doing the best it can to foster and improve those schools which have been longest established, and have given greater signs of permanency than the rest. The registers of attendance are watched with a yearly increasing strictness ; and it is satisfactory to find that notwithstanding all the vigilance employed to detect and suppress fictitious entries, and notwithstanding the closing of 12 schools in the year under report, the average daily attendance throughout the year has increased by over 500 students.

405. "Having seen what the schools have cost, we have now to enquire what the students are learning. The curriculum at village schools is subdivided into a lower primary and an upper primary course, and the following programme shows at a glance the course of studies prescribed for each class within the section to which it belongs :—

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Lower Primary Section.

Subject.	Standard or class VII.	Standard or class VI.	Standard or class V.
(1) Reading ...	To read letters and easy monosyllables at sight. Mufid-ul Mubtadi, Part I.	To read easy sentences at sight. Mufid-ul Mubtadi, Part II. Talim-ul Mubtadi.	To read from the third reader and from a letter-writer. Talim-ul Mubtadi, Part II Dehat ki safai. Mufid-ul Insha.
(2) Writing ...	To write simple and double characters and copy words from the book.	To write to dictation from the above readers.	To write to dictation from the above readers or from any other book of similar difficulty not studied in class.
(3) Arithmetic ...	Numeration to three digits and easy questions in simple addition.	More difficult addition, simple subtraction, and simple multiplication with whole and fractional multipliers.	Simple division, the four compound rules, with reduction, and the use of fractional multipliers.

Upper Primary Section.

Subject.	Standard or class IV.	Standard or class III.
(1) Reading ...	A prose reader on natural objects, a poetical reader, and a collection of letters on business matters. Khilqat-ka Baiyan. Mufid-us-Sibiyan Nazm. Maktub-i-Ahmadi.	A more difficult selection of poetry, and a larger and more varied collection of business papers, such as leases, bonds, agreements, &c. Majmua-i-Sakhan. Majmua-i-Kaghazat-i-Karrawai.
(2) Writing ...	Dictation from the above books, or from any other books or newspapers of similar difficulty.	Composition of an original letter or other document.
(3) Arithmetic ...	Simple and compound proportion and simple interest, with the use of fractional parts.	Vulgar fractions, decimals, compound interest, and square root.
(4) History and geography.	A history of Oudh, ancient and modern, and the geography of Oudh and the North West, as in Avadh-ka-Baiyán.	Outlines of general geography and of Indian History—as in Pahla Jugrafia. Hindustan-ka-Baiyán.
(5) Mensuration...	*Nil* ...	The mensuration of lines, triangles, circles, parts of the circle, and four-sided figures, as in Misbahul-Masahat. Persian— Masadar-i-Farsi. Gulzar-i-Dabistan.
(6) Optional subject.	*Nil*	

"It is now about 17 years since the first village schools were opened by the late Mr. Handford in the Unao district. They were opened last of all in the Gonda district, and hence it is not surprising that in the report of the census taken on 17th February 1881, this district appears at the bottom of the list in these provinces, as regards the number of inhabitants who can read and write. The Government curriculum of primary instruction was, and to a considerable extent is still, far less popular than the indigenous. At first the students cared for nothing but literature (Persian or Hindi), and it was difficult to get them to take any interest in history or arithmetic. The aversion to arithmetic has now been for the most part overcome; and Persian has sunk to the level of an optional subject, to which very little attention or encouragement is now given by the inspecting officers. The dislike to history and geography however still remains, and this, too, will perhaps be conquered in time. The books now in use for the study of these subjects are as simple and unrepulsive as they could be made. In the fourth class or standard the text-book is nothing but a short tract written in easy style and about 30 pages long, on the history of Oudh, ancient and

modern, with a general outline of the geography of Oudh and the North-West. In the third or highest class the text-book on Indian history is very much shorter and easier than the *Aina Tarikh Numa*, which, I believe, is the book used in the corresponding class in the North-West. In the text-book on geography about half the space is given to India, one quarter to Asia, and the remaining quarter to the rest of the world. If these subjects are to be taught at all in our village schools, they cannot be simplified or abridged beyond what has been already done for them in Oudh.

406. "The next question that arises is—How many students, out of the total number on the rolls, are studying the different standards that have just been described? The answer to this question is contained in the following statement, which shows how the enrolment stood in each class or standard on the 31st March, 1882 and 1883:—.

Enrolment on 31st March.	*Lower primary section.*				*Upper primary section.*			Grand Total.
	Class VII.	Class VI.	Class V.	Total.	Class IV.	Class III.	Total.	
1882	18,552	8,100	6,371	33,023	4,446	2,643	7,089	40,112
1883	19,176	8,208	6,052	33,436	4,422	3,140	7,562	40,998

"Thus the total increase on the rolls amounts to 886 students. Of these 413 (or less than half) belong to the lower primary section, and 473 to the upper; an increase of 497 has occurred in the third or highest class alone. The proportions in the five different classes are the following:—47 per cent. of the whole enrolment belongs to the seventh or lowest class; 20 per cent. to the sixth, 15 per cent. to the fifth, 11 per cent. to the fourth, and 7 per cent. to the third or highest class. These proportions are no doubt very unsatisfactory, but they are not worse than those in the North-West, where Government village schools have been in existence for at least twice as many years. In both provinces it will be found that the lower section, where the teaching does not go beyond the four compound rules of arithmetic, absorbs about 82 per cent. of the total enrolment, and that the seventh or lowest class, where the teaching does not go much beyond numeration and the vernacular alphabet, alone absorbs over 40 per cent. Neither Inspectors of Schools nor Educational Committees have been able to increase the attendance in the upper classes. There are many obstacles in the way of progress, with which the Educational Department has no power to cope: and so long as these continue, the number of students who can remain long enough at school to complete the entire course is not likely to exceed 8 or 10 per cent. Regular attendance for six years in succession is a matter of great difficulty. The students cannot help absenting themselves for clearing their kharif fields, for keeping off birds while the crops are ripening, for assisting their parents in gathering the crops, for watering the rabi fields, for collecting mahuwa flowers, mangoes, and so on. Whatever attention they give to such pursuits yields an immediate return; but going to school holds out to them only a distant and seldom fulfilled hope of obtaining Government employment in after life. Thus very few boys remain regularly at school for the five or six years required for finishing the course. Some leave as soon as they can read easy Nagri at sight, to take up Sanskrit books on religion, astrology, &c. Others leave after they have learnt a little Urdu, to study Persian after the native method. Others leave in order to learn the peculiar method of book-keeping and penmanship practised in the bazars, soon after they have finished the first two or three rules of arithmetic. Others leave at an early stage, because they have not the means for buying the books required in the later stages of the curriculum. The earnings of child labour, however petty they may be in themselves, are of incomparably higher value to parents in this country than in our own, because (*a*) the peasantry and the working classes generally are much poorer, and therefore a small addition goes further; (*b*) children of a school-going age are much more precocious in learning the arts or industries practised by their fathers and earning something themselves. It is chiefly Brahmans, Kayasths, and Muhammadans—not the agricultural classes—who stay long enough at school to complete the course; and the chief motive for which these remain is the hope of getting some literate employment after they leave.

407. "Having thus shown (1) what the schools have cost, (2) what studies are prescribed for each class, and (3) what is the number of pupils studying in each class, we have now to show how many students can be said to have passed in their respective standards at the close of the year. The most complete and compendious answer that could be given to this question is contained in the following statement, in which district is compared with district and year with year:

PRIMARY INSTRUCTION.

District.		Standard or class VI.			Standard or class V.			Standard or class IV.			Standard or class III.		
		Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.
Lucknow ...	1881	442	...	...	261	214	124	117	90	39	46	34	17
	1882	419	329	192	237	243	202	148	129	99	78	70	50
Bara Banki ...	1881	862	...	...	589	438	228	296	175	63	109	57	16
	1882	862	613	489	589	425	398	240	240	190	109	67	53
Unao ...	1881	747	...	...	451	317	138	180	123	9	97	72	31
	1882	699	541	239	397	322	189	203	163	64	70	60	31
Sitapur ...	1881	752	..	...	498	277	87	391	212	71	361	209	42
	1882	639	360	224	465	281	202	312	186	97	275	181	64
Hardoi ...	1881	752	..	...	530	419	218	339	213	50	68	46	4
	1882	694	503	303	557	394	262	309	212	59	100	72	8
Kheri ...	1881	454	...	...	313	217	101	103	68	14	21	19	8
	1882	434	299	193	284	206	108	130	99	61	26	22	13
Fyzabad ...	1881	633	...	...	475	333	237	289	191	89	214	166	83
	1882	635	526	347	391	346	300	271	232	154	179	161	80
Gonda ...	1881	623	...	...	458	353	213	256	153	64	168	125	47
	1882	584	487	249	432	357	240	279	209	89	165	142	89
Bahraich ...	1881	752	...	...	549	413	182	353	230	117	178	127	34
	1882	743	528	278	457	339	240	353	273	197	181	147	68
Rae Bareli ...	1881	1,039	...	...	754	548	253	499	315	104	309	204	45
	1882	994	713	424	705	551	387	468	316	116	337	252	109
Sultanpur ...	1881	594	...	...	495	348	150	335	205	55	133	82	28
	1882	614	515	266	492	384	270	343	255	147	139	124	85
Partabgarh ...	1881	553	...	...	565	307	238	405	224	185	273	152	78
	1882	551	449	329	467	330	289	394	262	180	375	204	130
Total of 12 districts ...	1881	8,203	...	...	5,878	4,184	2,169	3,563	2,199	860	1,977	1,293	433
	1882	7,868	5,863	3,533	5,533	4,178	3,087	3,450	2,576	1,453	2,034	1,502	780

In the preceding year the examination of the sixth class, in addition to that of the three classes above it, was considered to be too great an undertaking to be accomplished in one camping season. But the success with which the examination of classes V., IV., and III. was carried out in 1881-82 encouraged me to include the sixth class also in the programme for the year under report; and no serious difficulty was experienced. Classes VI. and V. were examined in dictation and arithmetic, but not in reading, as the examination in reading takes more time than could be spared for other subjects, and it may be inferred that a boy who can write sentences from dictation can perform the easier task of reading them from the book. Class IV. was examined in all its subjects, namely, reading and parsing, dictation, arithmetic, and the history of Oudh. Similarly class III. was examined in all the subjects prescribed for its own course, namely, reading and parsing, composition, arithmetic, mensuration, the history of India, and the outlines of general geography. In each of the four classes examined there were many students who passed in individual subjects, but failed in others. But no boy is entered as 'passed' in the above statement who did not pass in all. The schools are collected at certain centres, and the distance of each centre from any one school included within the Circle does not exceed five or six miles, and is often much less. The examination of the class is not commenced till the registers have been carefully scrutinized and tested in the presence of all. The Assistant Inspector and myself take as large a part in these examinations as is possible under the circumstances. In the year under report the districts allotted to him were Lucknow (partly), Bara Banki, Unao, Sitapur, Hardoi, and Kheri. The districts undertaken exclusively by myself were Rae Bareli, Partabgarh, Sultanpur, Fyzabad, Gonda, and Bahraich; and I also took a share of the Lucknow district. The number of village schools which I examined per district was from 25 to 30. The Assistant Inspector examined every village school in the Unao district except three; but this left him a disproportionately small amount of time for his tour in the Sitapur, Hardoi, and Kheri districts; and hence these three districts were not as well inspected as they usually are and should be. One satisfactory fact, however, has been brought to light by the large share of attention paid to the Unao district. In the year 1881-82 these schools were examined mostly by the Deputy Inspector himself; and in that year the number of students whom he recorded as having passed in all subjects was smaller by a considerable difference than the number recorded by his superior officer in the year following. This shows that the Deputy Inspector did his work honestly when left to himself, and was inclined to err on the side of strictness rather than on that of leniency. In the Gonda district, too, a similar fact was brought to light last year. In that district I examined 32 village schools myself. But half of these had been already examined centrewise by the Deputy Inspector, and the annual results had been recorded; and I found on comparing my own results with his that the task had been

carefully and honestly performed. There is good reason to believe that the same may be said of all the Deputy Inspectors now serving in Oudh. For the Assistant Inspector and I have had frequent opportunities of comparing the results of their examinations with those of our own, and neither he nor I have seen occasion to suppose that the test which they exact is more lenient than it should be, or that the work is perfunctorily done.

408. "It will perhaps give a better idea of the kind of test to which the students are subjected in this annual examination if I append a copy of the questions which were set to each class in arithmetic at one of the examination centres in the Lucknow district. The same questions (it must be understood) are not set again at other centres; and they are often selected from English books on arithmetic (such as Colenso's, Barnard Smith's, Girdlestone's, or Babu P. Ghosh's Manual), and therefore none of the teachers can have seen the questions beforehand.

Class VI.

(1) Multiply 30,207 by 598.
(2) Ditto 58,776,529 by 145.

Class V.

(1) Find the difference between 34,701 mds. 16 srs. 9 ch. and 9,549 mds. 30 srs. and 8 ch.

(2) If one cart carry a load of 16 mds. 25 srs. 10 ch., how much can 48 carts carry?

(3) Divide 50 mds. 31 srs. 8 ch. by 6 mds. 13 srs. 15. ch.

(4) Divide 891 rupees 2 annas 7½ pie by 41.

Class IV.

(1) If five persons can do a piece of work in 24 days, how many persons would do it in 15 days?

(2) Find the simple interest on 936 rupees 11 annas 3 pie in two years at 4 per cent. per annum.

(3) Find the discount on 2,802 rupees 5 annas 2 pie due 126 days hence at 5 per cent. per annum.

(4) If the hire of a cart for carrying 2 mds. 28 srs. for 52½ miles costs 8 rupees 11 annas 4 pie, what will be the cost of carrying 70 maunds for 46½ miles?

Class III.

(1) Find the compound interest of 230 rupees 12 annas for three years at 4½ per cent.

(2) What annual income will be received by investing Rs. 84,000 in the 3½ per cents. at 90?

(3) If goods weighing 8 mds. 9 srs. which were purchased for 11 rupees 12 annas are sold for 14 rupees 12 annas 11 pie, what will be the gain on 1 md. and 16 srs.?

(4) Two persons trade together and make a profit between them of Rs. 720, one having contributed Rs. 2,200 and the other Rs. 1,800 to the common stock, what is each person's share of the profit?

Mensuration.

(1) What will be the base of a triangle when its perpendicular height is 25 feet and its area 400 feet.

(2) How many pieces of stone will be required to build a platform 200 feet long and 50 feet broad, when each piece measures 4 feet in breadth and 7 feet in length.

"Nine years ago, when my connection with Oudh first commenced, the village schools were much more backward in arithmetic than they now are, and class IV. was then learning the same rules which are now learnt by class V. (the class below it), and was not learning them so well.

"This backwardness in arithmetic was noticed and unfavourably criticized by Mr. Lloyd when he acted here as Inspector in 1877 and 1878; but Mr. Lloyd made no allowance for the fact that village schools had at that time been scarcely ten years in existence, and that the tastes of the people had not yet been sufficiently weaned from the passion for Persian and Hindi literature. Precisely the same backwardness must have existed in the village schools of the North-West in the earlier days, before Mr. Lloyd had received charge of them. The standards were raised to what they now are after my return to Oudh in 1879; and I can guarantee that every class in every village school is really working up to the standard now prescribed for it. In the annual examination, questions similar to the above are given at every centre, and no student is recorded as 'passed' in the subject of arithmetic unless he answers correctly and within a given time half of the questions set to him.

409. "Looking again at the results of the examination recorded in the last line of the above statement, it will be seen that the only class in village schools which was not examined with the rest on this occasion is the seventh or lowest, this being

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composed of very little boys, who are too young to walk to the appointed centre and too backward to be worth examining at such a time. In class VI., out of the 7,868 students who were enrolled at the time of the examination, 5,863 (or 75 per cent). were presented for examination, and 3,533 (or 60 per cent. of the examinees) passed in both subjects, dictation and arithmetic. In class V. 4,178 (or 75 per cent. of the enrolment) appeared for the examination, and 3087 (or 74 per cent. of the examinees) passed in both subjects, dictation and arithmetic. In the year 1881-82 the corresponding percentages in this class were 71 and 52 respectively. In class IV. 2,576 (or 74 per cent. of the enrolment) appeared for the examination, and 1,453 (or 55 per cent. of the examinees) passed in each of the four subjects, reading, dictation, arithmetic, and the history of Oudh. In the year 1881-82 the corresponding percentages in this class were 62 and 39 respectively. In class III. 1,502 (or 74 per cent. of the enrolment) appeared for the examination, and 780 (or 52 per cent. of the examinees) passed in all the subjects, reading and parsing, composition, arithmetic, mensuration, history and geography. In the year 1881-82 the corresponding percentages in this class were 65 and 34 respectively. Thus, as compared with the results of the year 1881-82, considerable progress has been made, and especially in the two highest classes, where the curriculum is more varied than in the lower ones, and the chance of passing in all subjects is therefore the more uncertain.

410. "If we look to the proportion between enrolment and examinees as shown in the above statement, an easy calculation will show that in each of the classes there described the teachers were able to present for examination 74 or 75 per cent. of the enrolment recorded by themselves and entered in their own books. I consider this percentage to be one of the most satisfactory results of the year's work. For a proportion of 74 or 75 per cent. of the enrolment is as large an attendance as can be expected at village schools in any country, and especially among a backward community like the agricultural classes of India. If a teacher can actually present 75 per cent. of his enrolment for examination on a day's notice, and if most of the students presented can satisfy the examiner in the majority of the subjects prescribed, we may conclude that the attendance has been real and continuous for the most part throughout the year, and the teaching systematic and careful.

411. "At the close of each year the salaries of village teachers are revised, as far as budget limits permit, on the results of the general annual examination that has just been described. The plan of payment for results (that is, for tuition and attendance combined, but not for either alone) is the only sound principle, so far as I know, on which the work can be carried on. The revision takes effect from the commencement of each official year and continues till the end of it. Salaries can be lowered within the year if the teacher neglects his work and disregards verbal warnings, but they can only be raised at the end of the year, and only then, if the teacher's work as tested by the next examination has been such as to justify the increase. Transfers of teachers from one school to another are carried out as far as possible at the end of the old year or the beginning of the new one, so that every man so transferred may have a clear 12 months before him for showing what his work is worth by the time the next general examination is held. This scheme has now been in operation for two full years; and the improvement which has been effected in the tuitional results since April, 1882, shows that the plan has answered its intended purpose. The total number of teachers (including monitors and assistants), who received an increase of pay on the results of the last examination was 392, while 119 suffered a decrease. As the stipends of normal students are now charged to provincial funds, instead of (as formerly) to the rural cess, the allotment for salaries to village teachers was large enough to bear the additional cost, and the proposals were accordingly passed by the several District Boards. In many districts, however (Lucknow for example), it was not possible to give the teachers as much reward as they deserved: and in one district (Partabgarh) no balance at all was available for this purpose.

412. "Up to the year 1881, the scholarship examination was the only general competitive test to which the village schools of the Oudh districts were subjected. But this is now to a large extent merged in the annual centre examination which has come into force since then. Those students of the third or highest class, who pass in *all* subjects in the centre examination, receive a certificate and a prize in any case. But the best of these (some 30 or 40 per district) are selected to appear again at some place fixed by the Deputy Inspector, and to compete for whatever scholarships (debitable to the rural cess) may be vacant at the time. The only subjects in which these selected candidates are re-examined are arithmetic, mensuration, and composition; and the questions set on this occasion are more in number and more difficult in quality than the specimens quoted under standard or class III. in a previous paragraph. In the year under report the total number of candidates who appeared for the scholarship examination from the 12 districts of Oudh was 396, and of these 164 obtained 40 per cent. of the maximum marks in arithmetic, 203 in mensuration, and 290 in composition. Sixty-nine scholarships were awarded.

413. "To each district there is a circulating library, from which books are sent out on loan to any teachers at village or other vernacular schools who may desire to read them. The books provided for this purpose take in a wide range of topics

and are not confined to subjects of merely educational interest. In the year under report 1,073 new books were added to the 12 libraries, and 4,243 books were circulated, against 4,043 in the previous year. The total cost incurred in connection with these libraries was Rs. 1,844, of which Rs. 871 were contributed by Government from provincial funds, and Rs. 973 from the fees collected by village teachers and from the contingent allotments at middle schools. The chief object for which these libraries were established by the late Mr. Handford was to encourage private study and facilitate literary recreation among the teachers at village and other vernacular schools. Experience has shown that vernacular school teachers are apt to deteriorate in knowledge if opportunities of private study are not placed in their way; and the method by which Mr Handford designed to meet this difficulty was by the establishment of a lending library in each district. The village school fees, which go towards the support of these libraries, would be the property of the teachers, if they were not appropriated for this purpose. The teachers may therefore be said to contribute something toward the support of their own libraries.

414. "The Educational Gazette (*Akhbar Sarishta Talim*) has been issued regularly once a month to almost all the village schools in Oudh, one copy to each, as has been the custom for the last 16 years or more. The plan of publishing a newspaper, which should give the current news of the month as well as convey special information respecting the affairs of the Department, is another of the valued legacies which the organizing mind of the late Mr. Handford bequeathed to his successors in this province or circle. It is the only newspaper which the teachers or students at village schools ever see, for there is not one village in a thousand in these provinces that subscribes for such a thing as a newspaper. The Educational Gazette is to some extent self-supporting. The cost of printing and of paper is chiefly met by the fees collected at village schools; and the share of expense borne by town schools of the middle class comes from the contingent allotments, to which the said schools are entitled in lieu of fees. The Sub-Editor receives from Government a bonus of Rs. 200 a year, and the Government also bears the cost of the postage and the muharrir. The total cost of the Government contribution is Rs. 422 in all. The printing is done at the "Newal Kishore Press" in Lucknow. For the last six years Munshi Ram Sahai has been the Sub-Editor, the Editor or Manager being the Inspector himself.

415. "Another of the old institutions connected with village education in Oudh is the annual meeting of teachers held at the head-quarters station of the district. On this occasion a report on the work of the year is read out by the Deputy Inspector; prizes are distributed; and the teachers are addressed by the district officer presiding. The meeting usually takes place in April or May; and the village schools of the district are generally closed for about a week, to enable the teachers from all parts to be present. This annual meeting has done and does good in many ways. Teachers who have worked well are rewarded and publicly commended; and the praise bestowed on them should and does act as a stimulus to the rest. In some districts, especially in Rae Bareli and Partabgarh, subscriptions are collected among the taluqdars and other inhabitants of the district who are willing to pay them; and the occasion is celebrated with games, athletic sports, races, fireworks, &c. The introduction of this non-scholastic element into the proceedings of the day was first made by Mir Muhammad Husain, the Deputy Inspector of Partabgarh; and for the last three years his example has been followed with equal success by Sayyid Raza Husain, the Deputy Inspector of Rae Bareli. In the year under report the subscriptions in the district last named (all purely voluntary and raised by the Deputy Inspector himself) reached the large sum of Rs. 967, and the meeting was attended by the Commissioner, the Deputy and Assistant Commissioners, and the chief non-official residents of the district. In the Partabgarh district the meeting is gradually developing into an agricultural fair. The introduction of this element also was entirely due to the practical ability and judgment of Mir Muhammad Husain, the Deputy Inspector (now absent in England and studying at the Cirencester College). All that he could do at first was to exhibit specimens of such agricultural and horticultural products as could be raised in the small gardens attached to the village schools. But gradually landlords and others were induced to send specimens of field and garden produce on a larger and more varied scale; and cattle were also exhibited at the meeting last held. An account of the meeting last held appeared in one of the local newspapers, and (as is usually the case with every institution that the Educational Department has founded) the entire credit of having originated the meeting was bestowed upon the district officers, and not a word was said in recognition of the real author.

416. "Out of the 1,106 buildings occupied by village schools, 691 (or 24 per cent.), so far as I could ascertain, are Government buildings, 89 (or 8·2 per cent.) are houses taken on rent, and 326 (or 29 4 per cent.) have been lent to the Department free of rent. The Government buildings have been erected and kept in repair up to date by Deputy Inspectors of Schools, and the estimates and completion reports submitted by them have been examined and passed in the Inspector's office. The building work was thrown upon the Deputy Inspector, not because he was the right man to do it, but because no one else could be found. I have always considered that

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such work lies entirely outside his proper sphere of duty as an educational and examining officer, and I am certain that no Deputy Inspector has any spare time to give to the discharge of extraneous functions, in addition to the many and laborious duties intrinsic to his office. On receipt, therefore, of a copy of the Government Circular No. 20 to the address of Presidents of District Boards, dated Camp Lucknow, 10th November, 1882, to the effect that provision for the maintenance and erection of school buildings will in future years be entered in the public works budget of the District Board, and not as heretofore in the budget of the Educational Department, I circulated a proposal to the Presidents of District Boards, that from the 1st April, 1883, the Deputy Inspectors of Schools may be relieved of all responsibility whatever in connection with the repairs and erection of village school buildings. With one or two exceptions the proposal was rejected, on the ground that the District Engineer was not in a position to undertake such a multifarious and irksome duty. In one district (Bara Banki) it was resolved that all such work should be done through the zamindars and lambardars of the district, who would act under the instructions of the District Board. Should this plan succeed the whole difficulty is solved. The functions of the District Board are intended (it is persumed) to be analogous to those of School Boards in England. If this is the case, the duty of maintaining and repairing school-houses is one which belongs strictly to those bodies, and not at all to the Educational Department. The unwillingness which most of the committees have evinced to undertake the task suggested to them is an implied compliment to the educational officers, who have performed it hitherto, and the compliment is by no means undeserved. In the Bahraich, Gonda, Sitapur, and Partabgarh districts, the school-houses have been especially well built and maintained, and in no district has the work been carelessly or injudiciously done.

417. "The space already given to the description of the Oudh system as a whole leaves no room for the detailed account, that is usually presented in an annual report, of the work of each district separately. But allusions have already been made in several places to individual merits, and further paticulars as to the state of the village schools in each district may be gleaned from the tabulated statement shown above of the results of the last annual examination. In the Lucknow district the schools which a few years ago were among the worst in Oudh are now decidedly among the best, thanks to the vigilance and judgment exercised by Munshi Ambika Prasada, who came into the district as Deputy Inspector in September, 1878. The schools in Partabgarh, Sultanpur, Fyzabad, and Rae Bareli may be roughly classified together in point of efficiency; but in these districts the same accuracy in history and geography has scarcely yet been reached that has become perceptible in the Lucknow district. In the Bahraich and Gonda districts the schools are even less accurate than the preceding in the two subjects last named; but in every other respect they are as well grounded as any others in Oudh, and the number of schools possessing a third or highest class is about one-half of the whole. In the Sitapur district the number of schools possessing a highest class is 89 out of 112, or more than three-fourths of the whole. In this point of view this district is more forward than any other except Partabgarh. But the annual examination was not carried out by the Deputy Inspector with as much ability as he has usually shown; for the teachers presented only 58 per cent. of their enrolments for the examination, and kept back all those students whom they considered as not likely to pass. Those who came to be examined did fairly well; but the oject of the examination was to a great extent frustrated by the large number of absentees. In the Unao district, though schools have decreased by 10, the average attendance is higher than it was, and more than half the schools in the district have now a third or highest class. Their success in the last examination has been already commented on in a previous paragraph. In the Kheri, Bara Banki, and Hardoi districts the number of village schools possessing the highest class is less than a quarter of the whole. The schools in these districts are the most backward in Oudh, as tested by the classification of the students. But in all three the number of passmen has increased since the previous year, and especially in Bara Banki. Munshi Ram Prasada, the Deputy Inspector of Hardoi, is a very strict examiner. Though he scored only 8 as having passed in all subjects in the highest standard, yet out of the 100 who were presented for examination, 64 passed in reading and parsing, 70 in composition, 44 in arithmetic, 22 in history and geography, and 35 in mensuration, and this cannot be called a bad result.

418. *Primary Town Schools*—"Having finished the report on village schools, we now come to town schools of the same tuitional grade. These schools are not usually supported by the one per cent. rural cess as village schools are, but they undergo the same annual examination and conform to the same standards and studies. The students, however, are not allowed to compete in the scholarship examination with candidates from village schools, as the fund from which the scholarships are paid is reserved for students of the agricultural classes, from whom it is levied; nor do the salaries of teachers at these schools undergo an annual revision on the results of the general examination, as in the case of village schools, because these salaries depend chiefly upon municipal assignments aided by Government grants, and are therefore not easily susceptible of variation.

419. "The following statement shows the general statistics of attendance and cost at the Government schools of this class during the past two years:—

Year.	Number of schools.	Enrolment on 31st March.	Average monthly enrolment.	Average daily attendance.	Fee receipts.	Total expenditure.	Average cost per pupil.
					Rs. a. p.	Rs. a. p.	Rs. a. p.
1881-82 ...	28	945	909	776	432 15 0	3,869 4 0	4 15 0
1882-83 ...	25	775	784	683	390 12 6	2,930 4 6	4 4 8

"With the exception of four independent primary schools situated in the city of Lucknow, all of the above are branches attached to middle class vernacular schools, on the same principle as English-teaching branches are attached to the zila or high schools. Within the past year three of these branches have been absorbed into the main schools; and hence the number has decreased from 28 to 25. Those which remain have maintained their former degree of efficiency undiminished, and the average cost per pupil has decreased by 11 annas.

420. "The tuitional results during the past two years can be seen from the following statement:—

Year.		Standard or class VI.			Standard or class V.			Standard or class IV.			Standard or class III.		
		Enrolled.	Examined.	Passed in all subjects.	Enrolled.	Examined.	Passed in all subjects	Enrolled.	Examined.	Passed in all subjects.	Enrolled.	Examined.	Passed in all subjects.
Government	1881,	190	...	...	96	87	33	15	12	3	6	6	...
	1882,	179	140	87	109	90	61	15	11	4	12	11	7

"There has, therefore, been some improvement since the previous year. But if the result seems poor as compared with that of village schools, it should be understood that branch schools, like these now under report, are not expected to teach beyond the standard of class V. Their function as branches consists in preparing beginners for the secondary vernacular schools, and it is considered that this purpose is sufficiently fulfilled if the students are taken through the four simple and compound rules of arithmetic and a rather elementary course of reading and writing. This remark, however, does not apply to the four independent primary schools in the city of Lucknow. There is nothing to prevent these schools from working to the standard of class III; and two of them have done so in the year under report. These schools, however, have been retrograding of late years rather than improving; and I ascribe their waning popularity to the attractions of the many English schools within the city of Lucknow, and to the increasing tendency of the rising generation to avoid a purely vernacular curriculum when an English one is within reach.

421. "The private schools of the primary vernacular grade are 17 in number, eight aided and nine unaided. The statistics of attendance and cost are shown as follows:—

Year.		Number of schools.	Enrolment on 31st March.	Average monthly enrolment.	Average daily attendance	Fee receipts.	Total expenditure.	Average cost per pupil.
						Rs. as. p.	Rs. a. p.	Rs. a. p.
Aided ...	1881-82 ..	8	378	404	325	8 0 0	1,925 8 0	5 14 9
	1882-83 ..	8	263	299	194	57 8 0	1,088 0 0	5 9 9
Unaided,	1881-82 ..	8	266	293	205	26 13 9	1,062 3 6	5 2 11
	1882-83 ...	9	270	309	223	42 14 0	1,299 1 9	5 13 2

"With one exception all the aided schools alluded to in this statement are under missionary management (chiefly American); and with one more exception all the unaided schools are on the same footing. They are for the most part situated in or near towns or cities (such as Lucknow, Bahraich, Gonda, Colonelganj, Sitapur, Khairabad) where primary, middle, or high schools under secular management exist

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already; and hence they have not the same scope for expansion or progress as is open to schools exposed to less competition. The two exceptions noted a few lines above are an aided village school in the Partabgarh district maintained by native managers, and an unaided Sanskrit school at Kala Kankar in the same district, on the estate of Rája Rám Pál Singh.

422. "The following statement shows the number of students who passed in the 6th, 5th, 4th, and 3rd standards in the last examination:—

Year.		Standard or class VI.			Standard or class V.			Standard or class IV.			Standard or class III.		
		Enrolled.	Examined	Passed in all subjects.	Enrolled.	Examined.	Passed in all subjects.	Enrolled.	Examined.	Passed in all subjects.	Enrolled.	Examined.	Passed in all subjects.
Aided ...	1881 ...	110	...	...	45	26	10	18	11	9	4	4	...
	1882 ...	37	28	12	23	20	12	13	9	7	7	4	1
Unaided,	1881 ..	24	...	...	7	5	3	6	5	...	3	1	...
	1882 ...	24	22	7	7	6	3	7	6	4	15	3	...

"The aided and unaided schools both show some slight improvement since the previous year. But for the reasons already stated, no sudden or marked progress should be looked for. A large majority of the students are in the lowest or alphabet class. These schools have only very lately begun to understand what is expected of them in the annual examination; and it is satisfactory to note that the number of students enrolled in the highest class has more than doubled itself since the previous year.

"They do not entirely conform to the same standards and studies as the Government primary vernacular schools, especially in the third or highest class, where no such subject as mensuration is attempted. On the whole, however, the approximation is sufficiently close to admit of the analysis that has been presented.

423. *General results.*—"If we now collect and add together the entire results of primary vernacular teaching throughout the whole of Oudh (taking into account all primary sections to middle schools, all village schools, and all town schools of the lower grade, Government, aided, and unaided), the summation may be set forth as follows:—(*a*) In the year 1882-83 the total number of purely vernacular schools was 1,199 against 1,210 in the year preceding, and the enrolment in the seventh or lowest class was 23,276 against 21,901. This class is inspected *in situ* three or four times a year, but is not examined centrewise with the rest in the general examination held in the last quarter of the year. (*b*) In the year 1882-83 the total number of vernacular schools possessing a sixth class was 1,160 (or 97 per cent. of the whole) against 1,186 (or 98 per cent.) in the previous year, and the enrolment in the sixth class was 9,072 against 9,398. In the same class 6,855 students were presented for examination, and 5,137 (or 75 per cent. of the examinees) passed in dictation, and 4,872 (or 71 per cent.) passed in arithmetic. (*c*) In the year 1882-83 the number of vernacular schools possessing a fifth class was 1,083 (or 90 per cent. of the whole) against 1,053 (or 87 per cent. of the whole) in the previous year, and the enrolment in the fifth class was 6,400 against 6,660. In the same class 4,901 students were presented for examination, against 4,859 in the year previous; and the number who passed in dictation was 4,377 (or 89 per cent. of the examinees) against 3,897 (or 80 per cent.), and in arithmetic 3,681 (or 75 per cent. of the examinees) against 2,997 (or 62 per cent.) in the year previous. (*d*) In the year 1882-83 the number of vernacular schools possessing a fourth class was 846 (or 70 per cent. of the whole) against 742 (or 61 per cent.) in the year previous, and the enrolment was 4,016 against 4,080. In this class 3,034 students were presented for examination against 2,617 in the year previous, and the number who passed in reading and parsing was 2,748 (or 91 per cent. of the examinees) against 2,300 (or 88 per cent.), in dictation, 2,785 (or 91 per cent. of the examinees) against 2,257 (or 86 per cent.), in arithmetic, 2,162 (or 71 per cent. of the examinees) against 1,472 (or 56 per cent.) in history and geography, 2,093 (or 69 per cent. of the examinees) against 1,398 (or 54 per cent. (*e*) In the year 1882-83 the number of schools possessing a third or highest class was 533 (or 44 per cent. of the whole) against 470 (or 39 per cent.) in the year preceding, and the enrolment was 2,432 against 2,294. In this class 1,818 students were presented for examination against 1,577 in the year previous, and the number who passed in reading and parsing was 1,556 (or 86 per cent. of the examinees) against 1,314 (or 57 per cent), in composition, 1,588 (or 87 per cent. of the examinees) against 1,293 (or 56 per cent.)

in arithmetic, 1,259 (or 69 per cent. of the examinees) against 828 (or 36 per cent.) in history and geography, 1,227 (or 66 per cent. of the examinees) against 931 (or 41 per cent.), and in mensuration 1,370 or 75 per cent. of the examinees) against 1,031 (or 45 per cent). The standard of difficulty observed in carrying out the examination in the different districts is as uniform as it can be made. Definite rules have been laid down as to the number and quality of the questions to be prepared in arithmetic and mensuration, and as to the proportion of mistakes to be allowed in dictation, reading, and history and geography; and the Assistant Inspector and myself do what we can to secure uniformity by taking a considerable part of the examination ourselves. The percentage of passmen to examinees is, on the whole, larger than it was in the previous year, and especially in the two upper classes, IV., and III.

Primary Schools (Vernacular) for Girls.

424. "In the year under report there were 47 Government primary schools, vernacular, for girls, 12 aided ones and 15 unaided, which sent returns to this office, making a total of 74 schools, with an aggregate enrolment on 31st March, of 1,750 girls. The comparative statistics of attendance and cost are shown as follows:—

Year.		Number of schools.	Average monthly enrolment.	Average daily attendance.	Fee receipts.	Total expenditure.	Average cost per pupil.	Average cost to Government.
						Rs. a. p.	Rs. a. p.	Rs. a. p.
Government	1881-82	50	1,145	827	...	6,179 5 9	7 7 6	4 8 5
	1882-83	47	1,111	827	...	6,180 2 10	7 7 6	7 2 1
Aided	1881-82	16	412	316	...	3,649 1 6	11 0 6	4 14 18
	1882-83	12	374	290	...	3,718 5 0	12 14 6	5 15 9
Unaided	1881-82	5	139	94	...	391 0 0	4 2 6	...
	1882-83	15	349	252	...	1,396 8 0	5 7 4	...

425. *Government Schools.*—"The number has decreased by 3, one school having been closed in the Hardoi district and two in Partabgarh, as it was found impossible to keep up a sufficient attendance. The schools are for the most part situated at the Sadr stations, the exceptions being certain village schools in the Hardoi, Gonda, and Rae Bareli districts. The 10 schools in the city of Lucknow, which are under the immediate and frequent supervision of the Deputy Inspectress, have made as much progress as was expected of them. A scheme was introduced in 1881 by which, instead of having 10 teachers on a salary of Rs. 7 each, it was decided to have two teacherships at Rs. 9, 2 on Rs. 8, 2 on Rs. 7, 2 on Rs. 6 and 2 on Rs. 5 per mensem, and to apportion these salaries each year according to the attendance and tuitional results, the redistribution being made after the annual examination. The teachers have been brought to see that their pay now depends upon the number of girls whom they can pass in the prescribed tests, and the Deputy Inspectress reports that this arrangement has thrown new life into the work. At Pihani and Sandila, in the Hardoi district, there are a few schools which are doing fairly well. But the custom of early marriage and the seclusion of the parda are barriers with which the best management is powerless to cope effectually.

426. *Aided Schools.*—"The 12 aided schools are all in the city of Lucknow, seven under the American Mission, one under the Church Mission, and four under the Indian Female Normal School Society, all in the city of Lucknow. These schools have been inspected and examined twice during the past year by the Deputy Inspectress, besides being more frequently visited by their respective Managers. In the reports submitted by the Deputy Inspectress on the working of these several schools it is observed that there is much variation in the standard reached, and that the girls have not always been promoted according to the strict rule of classification. Thus in class V., four of the schools are in simple addition, one in simple subtraction, three in simple multiplication, one in compound addition, and the three remaining (all of the Church Mission) in compound division. Now class V., according to the rules in force, should have completed the four compound rules by the end of the year, for this is the class which is in preparation for the lower primary examination, and this examination (as prescribed by the Government of India) requires a knowledge of the four compound rules. It is only in three schools of the Church Missionary Society that this standard has been reached, and even in these was only one girl who passed in arithmetic combined with the other subjects required. In reading the aided schools are about on a par with the Government ones, but in dictation and arithmetic they are inferior.

PRIMARY INSTRUCTION.

427. "The tuitional results of the 47 Government and the 12 aided schools are shown as follows :—

		Class V.			Class IV.			Class III.		
		Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.	Enrolled.	Examined.	Passed.
Government ...	1881...	92	62	22	65	55	25	37	33	7
	1882...	98	78	35	50	43	29	22	18	2
Aided ...	1881...	10	10	8	6	3	2	...	...	...
	1882...	18	4	1	4	4	1	...	...	...

"The aided schools, as I have said, were examined by the Deputy Inspectress, in company with their own lady visitors. The Government schools of Lucknow were more closely examined than in the previous year, because the prescribed curriculum is now more strictly carried out, and it was thought by the Deputy Inspectress that a severer test could be usefully applied. By the end of the present calendar year, she expects that more girls will be able to reach the standard of class III., and that several will pass in every subject. In the year 1881-82, the examination in the lower primary standard was limited to the four simple rules of arithmetic; whereas in the year under report the four compound rules were included. Next year, too, I hope to have class VI. examined with the other three, and to take such part in the examination myself as the obstruction of a curtain will permit.

428. "Of the unaided schools little is known beyond the statistics of attendance and cost submitted to this office. The 15 schools shown in the return consist of two in Lucknow (Wesleyan Mission), four in Gonda, two in Bahraich, and seven in Sitapur, these 15 being all under the American Mission."

SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING.

SECTION VI.—SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING.

429. These are six divisional normal schools in the North-Western Provinces, and in Oudh a newly established central normal school at Lucknow and normal classes attached to tahsili schools, one for each of the remaining districts.

The Medical School at Agra is not under this Department, and its report is submitted direct by the Principal of the institution.

There is an aided normal school for Mistresses at Benares, and there are two industrial schools (both aided by the State), one at Benares and one at Gorakhpur. These three schools are working satisfactorily under the superintendence of ladies and gentlemen of the Church Mission Society. The two Benares schools have been already mentioned in the Inspector's remarks on the aided schools of the Benares Division.

At *Meerut*, the normal school session opened with 40 students, who worked on steadily for the certificate examination in April. Twenty-nine of these passed for 1st grade and eight for 2nd grade certificates. Of 60 uncertificated teachers examined at the same time at district centres, 12 also qualified for the 2nd grade certificate. At *Agra*, the number of candidates for certificates was 35, of whom 31 have been trained for certificates of the 1st grade and four for certificates of the 2nd grade. The Inspector says :—

"Of the 31 candidates for 1st grade certificates 28 obtained them, the other 3, falling a little short of gaining 45 per cent. of full marks, being allowed 2nd grade certificates: of the four candidates for 2nd grade certificates all succeeded, having secured above 33 per cent. of full marks. These are good results, and though the marks obtained this year were not generally so high as those obtained last year, they show that the tuitional staff worked well during the session and sent up the candidates at the end of it thoroughly well prepared. There was no sickness to speak of during the year, and order and good behaviour reigned throughout it. I have every reason to be satisfied with Pandit Bisheshar Dayal's management of the institution. For the district teachers' examination held at the head-quarters of each district at the same time and on the same question papers as the normal school examination—the oral parts of this latter, however, being left out of the former—31 candidates came up, three for 1st grade certificates and 28 for 2nd grade certificates. None of the three succeeded in gaining the 1st grade certificate which they hoped for, but all three were allowed 2nd grade certificates. This grade of certificate was also allowed to nine of the 28 candidates who were examined for it. In all 12 second grade certificates were awarded on the district teachers' examination. Many of those who failed would certainly have done better had they come up to the normal school for a year's training. But all teachers cannot be sent to the normal school, and it is as well perhaps to give some of them a chance of gaining a certificate by simply attending an examination at their own head-quarter stations.

At *Bareilly*, of the 40 men who joined the school at the beginning of the year, 20 have qualified for 1st grade and 10 for 2nd grade certificates. Persian was taken up

as an optional subject, and the high marks gained in it indicate very good teaching on the part of Munshi Ajudia Parshad, the Head-master. The Inspector says :—

"The conduct of all the pupil-teachers has been excellent and the fact that not one absconded is a proof that all were satisfied with the general management of the institution.

"A new house for the Head-master has been built in the school compound, and it is probable that application will have to be made for an extension of the school-house, which is at present rather crowded."

At *Allahabad*, the school year commenced with 81 pupil-teachers in the classes, the 40 Government scholarships being supplemented by an equal number provided by Local Boards. In this way each district receives back every year 12 or more of its teachers, generally holding the departmental middle class vernacular certificate, and having further received a year's training and lessons in the normal school, with its certificate of residence and competency. Thus the annual examination at sadr stations of uncertificated village school teachers has been found unnecessary, and has consequently been discontinued. Teachers, however, holding a certificate of the lower grade and wishing to qualify for the better-paid teacherships attend the normal school annual examination for the certificate of the higher class. Seventy one pupil-teachers sat for the normal school test, and all obtained certificates of either the 1st or 2nd grade. Throughout the year the results of the monthly school examinations were made over to the Inspector, who weeded out from the classes such scholars as those for whom there was not the slightest chance of success, and whose deputation to the school had been a mistake or oversight. The normal school certificated teachers are generally now more successful than the old class of purely village teachers, and the personal acquaintance of the Inspector with the teachers, made in visiting the school frequently, has an improving effect on their labours and conduct hereafter when placed in charge of schools."

The Head-master of the Benares Normal School, Pandit Sivaram, was, at the close of the year, promoted to the Deputy Inspectorship of Basti, and Pandit Basdeo, an old and experienced Sub-Deputy Inspector, was appointed in his place. The number on the roll was 45. The health of the pupil-teachers during the year was unexceptionally good and their general conduct satisfactory.

At the annual examination there were 45 present, the total number of passed was 27 in the 1st grade and 17 in the 2nd grade.

The Head-master and his staff worked zealously and efficiently.

The C. M. S. aided normal school for mistresses at Benares has been under the immediate superintendence of the Revd. Mr. Treusch and his wife, who have given much time and care, with satisfactory results, to the management and teaching of the school.

At *Jhánsi*, where the normal school is on a smaller scale, 11 out of 13 students passed the final examination, seven in the 1st and four in the 2nd grade. These results are satisfactory and show improvement on those of last year.

430. The Inspector of the Oudh Division reports as follows :—

"There are 12 normal classes, as in the preceding year, for the training of village or primary teachers, and since the commencement of the year just past there has been a central normal school in Lucknow for the training of secondary or middle class teachers. As the course of study in the school last named occupies two years at least, and as only one year has passed, no results can yet be recorded. The village teachership examination was held, as usual, in December, and the total number of candidates who appeared from the 12 normal classes combined was 69. Of these, 27 passed in all subjects, 26 passed in most subjects, and 16 failed in most subjects. The number of marks exacted as the minimum for passing in each subject is 60 per cent., and I hope some day to be able to raise it to 80. Perfect accuracy is indispensable in men who are to be sent out as teachers. The candidates who obtained less than 60 per cent. of the marks in the last examination will in most cases be allowed another trial; and those who obtained this percentage in most subjects, but not in all, will be employed provisionally during the current year, if their services are required. The schools or classes which did best in the last examination were those at Biswan, Kheri, Gonda, Bahraich, Salone, and Jagdispur.

431. "Uncertificated teachers, who have long been serving in the Department, and whose services are considered worth retaining, are encouraged to prepare themselves by private study for the village teachership examination in company with those candidates who are trained at the public expense. In the year under report 19 passed the required examination and have now received certificates. A large number more passed in all but two or three subjects and will appear again. Those who find it impossible to qualify themselves by private study will eventually, if they are promising and deserving men, be admitted into the normal school as stipendiary students. In this way it is hoped to minimize by degrees the number of uncertificated teachers, leaving only so many as are required as assistants on lower salaries at the larger village schools.

432. "For the training of female teachers the provision, though small, is sufficient. There is nominally a normal class at Misrikh (Sitapur), in which three women are paid eight annas a month each in order to attend the Misrikh girls' school

SCHOOLS FOR SPECIAL OR TECHNICAL TRAINING.

at times and keep up their knowledge, should their services ever be required. There is another at Pihani (Hardoi), in which two women and one girl attend the Pihani school on larger stipends and are taught by a mistress who received her own training at Agra. Scattered among the 10 girls' schools in Lucknow under the management of Miss D'Abreu, the Deputy Inspectress, there are 20 students receiving stipends of one rupee each. The Deputy Inspectress writes very hopefully of their progress, and she expects that eight of them at least will pass the examination in class III. by the close of the current year. There is no reason to doubt that these students are doing well under Miss D'Abreu's training and influence. The difficulty will be to induce them to leave Lucknow, should their services as teachers be required in any other locality. In addition to the above agencies, which are maintained by Government and for Government purposes, there are two normal classes in Lucknow maintained and managed by private societies. In the Lal Bagh girls' school (which is by far the best and largest native girls' school in Oudh) there is a normal class of four students, who are being prepared for service as teachers in schools or zenanas under the American Mission. There is also a normal class, consisting of three students, in connection with the Church Mission, under the superintendence of Miss Baumann. They were examined by the Government Deputy Inspectress (Miss D'Abreu) and are reported to be making good progress."

SCHOLARSHIPS.

SECTION VII.—SCHOLARSHIPS.

433. The scholarship system has remained unchanged. The five M.A. scholarships of Rs. 20 per mensem each are held, as before, at the Muir Central College. Of the ten B.A. scholarships of Rs. 12 for the first year and Rs. 15 for the second, four are held at the Muir Central College, one at Agra, and five at Canning College. The F.A. scholarships of Rs. 8 for the first year and Rs. 10 for the second are thus distributed: Muir Central College 12, Benares 4, Canning College 14, Muhammadan Anglo-Oriental College 4, St. John's, Agra, 1, Mussooree School 1, and the Allahabad Girls' and Boys' High Schools 1 each. Of the 80 Entrance Examination scholarships of Rs. 4 and 5 awarded for precedence in the middle class anglo-vernacular examination 58 are held at Government and 11 at aided High Schools. The 80 vernacular scholarships are held at 25 middle English Schools, Government and aided, and at the Agra Medical School. Forty scholarships at Rs. 2 to Rs. 10 are held by students of the Benares Sanskrit College, and ten of Rs. 5 each by students in the lower subordinate department of the Civil Engineering College at Roorkee. In the Normal Schools the students receive stipends of Rs. 5 each to maintain them during the time of study. About 5 per cent. of the allotments for halkabandi schools is available for scholarships awarded by the District Boards to enable poor and promising boys to continue their studies in middle schools, and some scholarships for the same purpose are given by Municipal Committees to pupils of schools within their jurisdiction.

434. Private liberality has at various times strengthened our colleges and schools with endowments for the support of deserving students and the encouragement of special branches of learning. From such sources scholarships of the annual aggregate value of Rs. 1,020 are awarded at Benares College; of Rs. 2,040 at Muir Central College; of Rs. 120 at Bareilly, and many stipends of smaller value in Hume's High School, Etáwah, and other smaller schools, exclusive of the liberal scholarships given in the largest and richest aided institutions like Canning College and the College at Aligarh.

The scholarship endowment at Agra College has hitherto brought in about Rs. 900 a year. Towards the close of the past year, in view of the coming transfer of the College to local management and the necessity of attaching more students, some Rs. 30,000 has been given by native gentlemen to found additional scholarships in the College.

BOOKS.

SECTION VIII.—BOOKS.

435. In the Annual Report for 1880-81 I mentioned, under this head, the publication of parts II. and III. of a *Grammar of the Classical Arabic Language* by Mr. M. S. Howell, C.S., which, when completed, would be "the largest and most learned Arabic Grammar that the world has seen, and as an authority supersede all existing works of the kind." The first fasciculus of part I. has been published this year, and the remaining fasciculus, already far advanced in the printing, will be published as soon as leisure permits. Part IV. is yet to come. The *Saturday Review* observes that the Arabic type is hideous and difficult to read, recalling the worst specimens of the Egyptian Press, and certainly not worthy of the "Educational Department" and the authority of the Government of the North-Western Provinces." Mr. Howell's "great work," the same journal observes, is not the less a mine of grammatical information. It has been elaborated after wide research with conscientious care; and Arabic scholars will await with impatience the concluding volumes, for they will then possess at Mr. Howell's hands an exhaustive Arabic Grammar according to the "most approved native or naturalized authorities."

The Urdu translation of Mr. Fuller's *Agricultural Primer* has been published and copies have been distributed tentatively as prizes in order, if possible, to awake

BOOKS.

an interest in the subject before the book is introduced into the school course, in which there is no room for it at present. Two Urdu Readers, the *Bab-i-Danish* and the *Khazinah-i-Danish*, prepared for the Department by Maulvi Karim Bakhsh, Extra Assistant Commissioner of Jalaun, have been introduced into the course in some schools of the North-Western Provinces and are on their trial. The right of translating into Hindustani Mr. W. W. Hunter's *Brief History of the Indian People* has been purchased by the Government and considerable progress has been made in the translation. A new set of Hindustani Readers in the Nagri character is also in preparation. Revised editions of books for school boys in Sanskrit, Persian, Urdu, and Hindi have been published for the Department or are still in the press. The Benares Sanskrit College has continued the publication of the *Pandit* and the *Sanskrit Series*, and several mathematical treatises in Sanskrit have been written and edited by a late scholar of the college. A treatise on mensuration in Hindi has been written and published by Pandit Ramasankar Misra, M.A., and an English Reader by Mr. Gordon, Head-master of the Allahabad Zila School.

The sale of vernacular books in the North-Western Provinces has increased considerably in the past year. About 120,000 books have been sold by Deputy Inspectors and other agencies, but besides departmental sales, free trade in books is encouraged as much as possible and no record of extra departmental sales can be kept.

436. In Oudh the Inspector says:—"The English depôt is being gradually exhausted, and the sales, which in 1881-82 amounted to 888 books, have now fallen to 343. This depôt was nominally closed on 31st March, 1880; but a considerable collection of books was still in stock, and hence the depôt could not be actually closed on that date. No new books have been added to it since March, 1880. The vernacular depôt has been supplied as before by Munshi Newal Kishore, who prints almost all the books used by village and other primary schools. This depôt has never within my knowledge been so active as it was in the year under report. Not counting the sale of maps and slates, the sale of books alone rose from Rs. 78,000 to Rs. 1,35,679, an increase of Rs. 57,679. This large sale of books, and the price actually paid for them and placed in the treasury in lieu of the sum advanced by Government for stocking the branch depôts in each district, speak well for the activity of primary schools and the reality of the instruction imparted.

437. "The present series of text-books used in primary schools is (as I consider) more complete and suitable than it has ever been before in this province or circle. The dry and lengthy histories and geographies have been discarded in favour of shorter and easier books; the antiquated and cumbrous *Ganit Prakas* with its Urdu counterpart (*Mubadi-ul-hisab*) has been set aside in favour of a series which gives a much greater variety of examples and teaches the quicker methods of calculation; the elaborate grammars have been removed from the curriculum; and manuals on letters of business have been introduced. The revision of the old curriculum was commenced in 1880, and was not finally completed till the close of 1882. As I have stated in previous reports, the officers by whom the new books have been compiled or old ones revised are Munshi Durga Prasad, the Assistant Inspector, Munshi Ambika Prasad, Deputy Inspector of Lucknow, Bishumber Nath Pandit, Head-master of Partabgarh Zila School, and Sayyid Ahmad Husain, Officiating Deputy Inspector of the Partabgarh district. In the year 1881-82 a manual on Physical Geography was written, and published at his own cost, by Lala Sita Ram, the Head-master of the Sitapur school, and now 2nd Master of the Benares school. This book deserves to be better known than it is; for it is believed by many who have used it to explain the phenomena of the universe in a clearer light than any other manual on the same subject that has yet been published in the vernacular. A new book on mensuration is now being published by Munshi Ram Ratan Lal, the 2nd Master of the Gonda Zila School. Only a few pages have yet appeared in print; but from what has been printed thus far, it bids fair to become an useful addition to school literature. The great object which the author has kept in view (as he points out in his prospectus) is to give a much larger and more varied stock of examples under each rule than is to be found in Todhunter's Mensuration. The book is being published in English for the use of matriculation candidates. But if it meets with a ready sale, it may eventually be translated into the vernacular for the use of candidates for the middle class examination."

SECTION IX.—EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

438. I am glad to be able to report that three officers who have done good service in the Educational Department have been selected for employment in the Revenue Department, and are now, officiating, two as Deputy Collectors and one as Tahsildar. Posts in this Department will be more sought after and better filled if it is seen that good work as a Deputy Inspector of Schools or a master in a normal or other school is recognized and rewarded in this way.

About 950 students fresh from school or college have obtained employment during the past year on salaries varying from Rs. 3 to Rs. 150 per mensem. Of these 550 are from the schools of the North-Western Provinces and 400 from those of Oudh.

EMPLOYMENT OF STUDENTS IN THE PUBLIC SERVICE.

The Inspector of Oudh reports :—

"In the year under report 52 students have obtained public employment, and 21 more private employment, from anglo-vernacular schools, the range of salaries being from Rs. 25 a month to Rs. 2. In one district only (Hardoi) has an ex-student obtained a post on so high a salary as Rs. 100 a month—Sayyid Hasan Raza, who belongs to a talukdari family of Sandila. He matriculated a few years ago from the Hardoi Zila School, and has now been made an Inspector of Police. Our university students and graduates, who as Government servants could be of much value to the State and indemnify it to some extent for what their education has cost, are scarcely represented at all in the Civil List. They would gladly *commence* a career in the civil department as peshkars, and some even as kanúngos, if such appointments were offered them instead of being given to muharrirs. Three hundred and forty-seven students have obtained employment from vernacular schools, of whom 50 are in private service and 297 in public, as teachers, police constables, muharrirs, patwáris, and in other capacities. One hundred and thirty-one, or nearly half, have obtained employment as teachers only.

WARDS' INSTITUTOIN

MISCELLANEOUS.—WARDS' INSTITUTION.

439. Mr. Platts, Head-master of the Benares High School, has superintended the Wards' Institution, of which the Commissioner of the Division, the Principal of the College, and Raja Siva Prasad, C.S.I., are Visitors. There were nine wards in the Institution at the beginning of the year and only five at its close, there having been five withdrawals and only one admission. Three of the present number are from the North-Western Provinces, one from Oudh, and one from Bengal. Two of the boys are in the second class of the High School, which they attend daily, two in the sixth and one admitted in June is in the seventh. The progress they have made in their studies appears to be satisfactory, as four boys passed the annual examination and obtained promotion. The non-promoted boy was absent from the Institution for several months. The health and conduct of the wards have been good. The falling off in numbers, without a corresponding decrease in the charges of the establishment, has made the incidence of these charges on the wealthier wards abnormally heavy. It is however probable that the number of wards under tuition will soon be largely increased, and the general charges for each pupil will then fall to a reasonable sum. It has been decided, moreover, to re-organize the Institution and remove the wards to another station, as the house in which they live at present is at a great and inconvenient distance from the College and the High School, and no more suitable house can be obtained for their accommodation at Benares.

EDUCATION OF EUROPEAN AND EURASIAN CHILDREN.

EDUCATION OF EUROPEAN AND EURASIAN CHILDREN.

440. The Committee appointed in 1881 by the Governor-General in Council to draft a Code for regulating the conduct of European education in the Bengal Presidency so far as this is dependent upon Government support, submitted their report with the draft Code prepared by them in July, 1882. The Committee's proposals have, with some modifications, been accepted by the Government of India; but although some of the provisions of the Code are to be introduced and worked in actual experiment as soon as possible, its introduction as a whole will be postponed for a year and a half in the case of all existing schools. Some further modifications will be necessary before the Code can be adopted in these provinces where the schools are smaller and the instruction less advanced than in the Lower Provinces of Bengal, but arrangements are already being made for preparing pupils for examination in the subjects and standards prescribed by the Code.

441. In the past year, therefore, there was no change in the system of European and Eurasian children's education, and the efforts of the Department were confined to the strengthening and improvement of existing schools and to encouraging and aiding the establishment of new schools in places where they were most urgently wanted. At Cawnpore a separate grant-in-aid has been given to the girls' school and a building grant of Rs. 7,000 to the boys' school. At Allahabad, a building grant has been sanctioned to aid the erection of suitable dormitories for the Boys' High School. At Moradábad, a new school has been established and aided. At Mussooric, a grant has been given to the large and important school of S. Fidelis; and in some other stations the grants to schools of this class have been increased.

442. Schooling fees have been paid by the Government as usual for the elementary instruction of indigent Europeans and Eurasians, but parents are still slow to avail themselves of the opportunities offered to them. Schools established specially for the gratuitous instruction of children of these classes exist at Meerut, Moradabad, Agra, Allahabad, Benares, and Gházipur, and in other places the State undertakes to pay the fees of children who attend the ordinary schools and whose parents are too poor to defray the cost of their education. Of these special schools the Benares school is declining, and the others are improving or in a fairly satisfactory condition. Independently of the gratuitous instruction given in the Allahabad Free School, the

Government has spent Rs. 2,676 during the past year in paying the schooling fees of 251 children.

443. The following table shows the aided schools of a higher class of European and Eurasian children. They are all noticed in the Inspector's reports:—

Boys' Schools.

Name of school.	Number of scholars on the rolls on 31st March, 1883.	Cost.	
		Grant-in-aid.	Private funds.
		Rs.	Rs.
Saháranpur S. P and D. Railway School	23	480	1,102
St. Paul's Orphanage, Agra	78	3,000	3,000
Cawnpore Ordnance School	25	480	662
Cawnpore Memorial School (mixed)	131	3,600	12,621
Allahabad City School (mixed)	91	1,440	1,380
Naini Tal Diocesan School	90	5,808	5,940
Tundla Railway School	42	480	1,092
St. George's College, Mussooree	55	3,000	13,963
Cantonment School, Agra	77	2,220	911
St. Peter's College, Agra	106	3,000	4,188
High School, Allahabad	129	6,400	7,531
Boys' High School, Naini Tal	38	1,800	3,037
All Saints' District School, Allahabad	36	480	1,061
East Indian Railway School, Mogalsarai	12	360	788
Ditto ditto, Cawnpore	33	360	1,203
Ditto ditto, Aligarh	14	360	650
Ditto ditto, Gháziabad	23	360	1,100
Hill School, Railway, Mussooree	31	600	3,430
St. John's School, Meerut	86	1,200	1,688
Station School, Gházipur	24	720	226
Total ...	1,144	36,148	65,573

Girls' Schools.

Name of school.	Number of scholars on the rolls on 31st March, 1883.	Cost.	
		Grant-in-aid.	Private funds.
		Rs.	Rs.
Woodstock Girls' School, Landaur	75	1,800	11,850
Canning Protestant Girls' School, Agra	49	3,780	7,718
Protestant Girls' High School, Allahabad	144	4,800	9,524
Diocesán Girls' School, Naini Tal	43	2,820	2,820
St. Patrick's Orphanage, Agra	106	1,800	1,800
St. Mary's Convent School, Allahabad	133	3,000	7,610
Cannington Girls' School, ditto	56	1,800	3,600
Total ...	606	19,800	44,922

444. The Meerut Division contains some 12 unaided schools for Europeans and Eurasians, and it appears that there are no children of this class attending no school in any district of the division except Aligarh, in which there are some few children living at Háthras who are at present below the age limit of the Railway School. The chief station of the Agra Division is well supplied with schools, but some children do not attend. At Etah there are some children who are being taught at home. In the Rohilkhand Division a school is, I think, wanted at Bareilly, but I have not yet received complete answers to my inquiries as to the number of uneducated children in that station. Allahabad is well provided with good schools, but distance and poverty prevent many parents from sending their children to any school. In the Benares Division, 10 out of 11 children at Azamgarh are at school, but there are a few at Mirzapur, Gorakhpur, and Basti who attend no school. In Benares there are some 22 children who, owing to the indifference of their parents, attend no school, and in Gházipur some six children absent themselves. In Jhánsi the number of children is very small. In Naini Tal there are 16 children who do not go to school.

In Oudh, the city of Lucknow is well provided with schools for Europeans and Eurasians, and there is no other town (with the possible exception of Fyzabad) at which the resident population of East Indians is large enough to maintain a school. At Gonda, Sitapur, and other stations there are a few children who do not go to school and have no day school to attend. In Lucknow there is the Martinière College with some 221 boys, the Convent School with 74 girls and 14 little boys, the Martinière School with 61 girls, and the Lal Bagh School with 38 girls of the East Indian class. The two first receive no aid from the Government and are not subject to inspection. The two last are aided institutions and have been fully reported on by the Inspector.

NAINI TAL,
The 29th June, 1883.

R. T. H. GRIFFITH,
Director, P. I., N.-W. P. and Oudh.

EDUCATION GENERAL FORM. No. I.

Return of Colleges, Schools, and Scholars, for the official year 1882-83.

Area and population of the Provinces.					Colleges, Schools, and Scholars.		*University education*	*Secondary education*		*Primary education*	*Special or technical education.*						*Percentage of schools and scholars to population*			Remarks
Number of districts.	Number of divisions.	Total area.	Cultivated area	Total population.			Colleges.	High schools.	Middle schools.	Primary schools.	Schools of Art.	Medical schools.	Engineering schools.	Normal schools	Industrial schools	Other schools	High schools.	Middle schools.	Primary schools.	
49	11	105,767	54,626	44,107,869	Institutions	For males	13	56	515	5,563	...	1	...	19	1	...	...	...	...	
						For females	...	4	11	315	...	...	...	3	1	...	...	...	...	
						Total	13	60	526	5,878	...	1	...	22	2	...	...	...	...	
					Scholars	Males	973	1,761	8,515	211,658	...	77	...	437	50	...	...	...	·47	
						Females	...	105	313	8,975	...	...	...	94	115	...	...	...	...	
						Total	973	1,866	8,828	220,633	...	77	...	531	165	...	...	...	·5	

R. T H GRIFFITH,
Director of Public Instruction, N.-W. P. and Oudh.

EDUCATION GENE.

Return of Colleges, Schools, and Scholars,

Class of Institutions.	Government Institutions.							Aided Institutions.						
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls during the year.	Average daily attendance.	Number of scholars on 31st March, learning English.	Number of scholars on 31st March, learning A classical language.	Number of scholars on 31st March, learning A vernacular language.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls during the year.	Average daily attendance.	Number of scholars on 31st March, learning English.	Number of scholars on 31st March, learning A classical language.	Number of scholars on 31st March, learning A vernacular language.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Arts Colleges.														
Secondary University Education. — English ...	4	223	180·58	158·02	222	182	...	2	164	142·70	120·30	164	143	...
Secondary University Education. — Oriental ...	1	399	379·00	347·00	...	399	...	2	124	127·50	95·40	14	87	37
Colleges or Departments of Colleges for professional training.														
Law	...	...	...	...	...	...	...	2	35	25·10	19·10	35	...	...
High and Middle Schools.														
Secondary Education. — For boys, English ...	68	3,046	2,835·66	2,349·33	3,046	2,473	585	71	3,082	2,834·88	2,267·41	3,051	2,095	1,439
Secondary Education. — For boys, Vernacular,	419	3,797	3,372·93	2,855·29	...	1,172	3,650	8	263	244·00	203·00	5	234	55
Secondary Education. — For girls, English ...	...	...	...	...	...	...	...	13	370	324·00	310·00	370	108	124
Secondary Education. — For girls, Vernacular,	...	...	...	...	...	...	...	2	48	41·00	40·00	45	18	11
Primary Schools.														
Primary Education. — For boys, English ...	74	6,971	6,595·35	5,559·29	5,813	2,343	4,634	77	8,615	7,962·17	6,661·35	7,531	1,583	6,351
Primary Education. — For boys, Vernacular,	5,312	192,160	184,042·60	15,1245·64	...	11,464	1,93,762	59	2,841	2,636·00	1,966·00	114	336	2,782
Primary Education. — For girls, English ...	...	...	...	...	...	...	...	20	1,526	1,529·50	1,358·63	1,058	149	1,190
Primary Education. — For girls, Vernacular,	154	3,535	3,482·31	2,785·60	118	37	3,352	119	3,411	3,679·46	2,967·36	9	44	3,155
Schools for special or technical training.														
Schools of Art ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools ...	1	77	90·0	77·0	...	...	77	...	...	...	...	...	...	...
Engineering schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Normal schools for masters ...	19	437	387·06	363·32	...	66	583	...	...	...	...	...	...	...
Ditto for mistresses,	2	6	6·0	6·0	...	...	6	1	88	87·0	86·0	88	...	88
Industrial schools ...	...	...	...	...	...	...	...	2	165	168·0	153·0	...	...	50
Others ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	6,054	210,651	201,371·49	165,746·49	9,199	18,136	2,06,649	378	20,732	19,801·31	16,247·55	12,484	4,797	15,292

EDUCATION GENE

Return of Expenditure on Educational Establishments, North-

EXPEN

Class of Institutions.	Government Institutions.							Aided Institutions.						
	Provincial revenues.	Local rates or cesses.	Endowments	Fees.	Municipal grants.	Other sources.	Total.	Provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.
1	2a	2b	2c	2d	2e	2f	2	3a	3b	3c	3d	3e	3f	3
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.														
Secondary University Education. — English ...	88,872	4,075	27,798	7,111	...	895	1,28,751	18,686	...	21,225	2,375	...	10,950	53,236
Secondary University Education. — Oriental ...	13,922	...	186	...	...	176	14,284	2,534	...	3,270	149	...	1,006	6,959
Colleges or Departments of Colleges for professional training.														
Law ...	...	...	...	...	...	...	...	3,760	...	634	1,727	...	...	6,121
High and Middle Schools.														
Secondary Education. — For boys, English ...	21,419	1,39,798	2,854	17,748	5,185	650	1,87,654	39,371	31,245	10,890	30,196	9,078	53,693	1,74,473
Secondary Education. — For boys, Vernacular,	1,200	51,567	523	2,648	946	1,250	58,134	200	773	502	242	55	578	2,350
Secondary Education. — For girls, English ...	...	...	...	...	...	...	...	6,881	3,823	375	19,469	258	8,708	39,514
Secondary Education. — For girls, Vernacular,	...	...	...	...	...	...	...	2,820	190	...	225	150	294	3,679
Primary Schools.														
Primary Education. — For boys, English ...	6,081	43,192	929	22,246	9,141	1,877	83,466	19,116	30,368	4,377	28,578	6,675	34,902	1,24,016
Primary Education. — For boys, Vernacular,	300	5,66,255	2,417	19,938	17,330	2,185	6,08,425	280	7,363	1,021	938	667	7,462	17,731
Primary Education. — For girls, English ...	...	...	...	...	...	...	...	11,524	7,442	1,044	25,963	192	19,936	66,011
Primary Education. — For girls, Vernacular,	...	14,765	...	...	868	498	16,131	420	12,218	588	111	760	22,723	36,820
Schools for special or technical training.														
Medical schools ...	18,326	...	288	...	...	...	18,614	...	...	...	...	...	...	...
Normal schools for masters ...	...	40,366	202	...	...	...	40,568	...	...	...	...	...	...	...
Ditto for mistresses,	...	168	...	...	...	18	186	...	2,400	150	1,015	...	2,366	5,931
Industrial schools ...	...	...	...	...	...	...	...	...	1,080	40	...	...	1,140	2,260
Others ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction ...	36,605	...	...	...	...	...	36,605	...	...	...	...	...	...	...
Inspection ...	200	2,16,410	...	...	...	4	2,16,614	...	...	...	...	...	...	...
Scholarships, Colleges ...	6,318	...	...	...	300	...	6,618	3,314	...	96	...	...	2,938	6,348
Scholarships, Schools ...	4,703	24,105	1,180	...	2,491	63	32,542	390	453	4,339	...	60	1,158	6,400
Buildings ...	...	38,860	77	...	...	465	39,402	15,719	250	250	...	...	70,587	86,806
Endowments ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous ...	11,802	14,414	36	...	...	...	26,252	...	...	...	...	...	...	...
Total ...	2,09,748	11,53,975	36,490	69,691	36,261	8,081	15,14,246	1,25,015	97,605	48,801	1,10,988	17,805	2,38,441	6,38,655

(a) This includes Rs. 32 on account of local rates and Rs. 397 on account of municipal grants.

RAL FORM No. II.

for the official year 1882-83.

Unaided Institutions under regular inspection.									Grand total of scholars on 31st March, learning			Classification according to race or creed of the scholars on 31st March.					Remarks.
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls during the year.	Average daily attendance.	*Number of scholars on 31st March, learning*			Grand total of institutions.	Grand total of scholars on 31st March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	
				English.	A classical language.	A vernacular language.											
16	17	18	19	20	21	22	23	24	25	26	27	28a	28b	28c	28d	28e	29
2	28	27·60	24·50	28	26	...	8	415	414	351	...	5	9	356	44	1	
...	...	...	...	...	...	...	3	523	14	486	37	...	...	449	74	...	
...	...	...	...	...	...	...	2	35	35	...	...	1	...	30	4	...	
5	88	79	55	88	42	46	144	6,216	6,185	4,610	2,070	467	155	4,498	1,087	9	
...	...	...	...	...	...	...	427	4,060	5	1,406	3,705	...	1	3,193	866	...	
...	...	...	...	...	...	...	13	370	370	108	134	308	62	...	...	...	
...	...	...	...	...	...	...	2	48	45	18	11	45	3	...	...	...	
12	516	485·90	352·12	430	87	414	163	16,102	13,774	4,013	11,399	969	606	10,717	3,759	51	
29	555	584·00	470·0	...	55	557	5,400	1,95,556	114	11,855	197,101	3	459	165,228	29,747	119	
1	20	20·0	20·0	5	2	40	21	1,546	1,063	151	1,230	363	886	163	134	...	
21	483	521·4	409·0	...	...	482	294	7,429	127	81	6,989	...	615	4,277	2,522	15	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	1	77	...	...	77	...	10	27	40	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	19	437	...	66	583	...	...	352	85	...	
...	...	...	...	...	...	...	3	94	88	...	94	...	88	6	...	...	
...	...	...	...	...	...	...	2	165	...	...	50	...	165	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
70	1,690	1,717·50	1,330·62	551	212	1,539	6,502	2,33,073	22,234	23,145	223,480	2,161	3,059	189,296	38,362	195	

RAL FORM No. III.

Western Provinces and Oudh, for the official year 1882-83.

Expenditure. Unaided Institutions under regular inspection.								Average annual cost of educating each pupil.					Remarks.
Endowments.	Fees.	Other sources.	Total.	Total Government expenditure.	Total expenditure from other sources.	Grand total of expenditure.	Percentage on total expenditure.	Government Institutions. Total cost.	Government Institutions. Cost to Government.	Aided Institutions. Total cost.	Aided Institutions. Cost to Government.	Unaided Institutions. Total cost.	
4a	4b	4c	4	5	6	7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p	Rs. a. p.	
360	612	4,656	5,628	11,633	75,982	1,87,615	8·64	814 12 5	588 3 1	442 8 5	155 5 3	229 11 5	
...	...	...	...	16,456	4,787	21,243	·98	41 2 8	40 1 11	72 15 1	26 9 0	...	
...	...	...	...	3,760	2,361	6,121	·28	...	...	320 7 6	196 13 8	...	
167	230	(a) 2,371	2,768	2,31,865	1,33,030	3,64,895	16·80	79 14 0	68 9 11	76 15 2	31 2 3	50 5 3	
...	...	...	...	53,740	6,744	60,484	2·78	20 5 9	18 7 8	11 9 2	4 12 8	...	
...	...	...	...	10,704	28,810	39,514	1·82	...	...	127 7 5	34 8 5	...	
...	...	...	...	3,010	669	3,679	·17	...	...	91 15 7	74 24 [illegible]	...	
1,073	428	(b) 3,845	5,346	98,821	1,14,007	2,12,828	9·80	15 0 2	8 13 9	18 9 10	7 6 10	15 2 11	
927	43	(c) 1,718	2,688	5,74,388	54,456	6,28,844	28·95	4 0 4	3 11 11	9 0 3	3 14 2	5 11 6	
...	50	250	300	18,966	47,345	66,311	3·05	...	...	4 13 8	13 15 4	15 0 0	
...	...	(d) 2,454	2,454	27,403	28,002	55,405	2·55	5 12 7	5 4 9	12 6 6	4 4 1	6 0 0	
...	...	...	...	18,326	288	18,614	·86	240 4 0	238 0 0	...	...	...	
...	...	...	...	40,366	202	40,568	1·87	111 15 6	111 6 7	...	...	...	
...	...	...	...	2,568	3,549	6,117	·28	31 0 0	28 0 0	68 15 5	27 14 6	...	
...	...	...	...	1,080	1,180	2,260	·10	...	...	14 12 4	7 0 11	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	36,605	...	36,605	1·69	...	...	...	...	...	
...	...	...	...	2,16,610	4	2,16,614	9·97	...	...	...	...	...	
...	...	...	...	9,632	3,334	12,966	·60	...	...	...	...	...	
...	...	...	...	29,651	9,294	38,942	1·79	...	...	...	...	...	
...	...	...	...	54,829	71,379	1,26,208	5·81	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	26,216	36	26,252	1·21	...	...	...	...	...	
2,527	1,363	15,294	19,184	15,86,629	5,85,456	21,72,085	100·	9 2 2	8 3 6	39 4 10	13 11 2	14 6 3	

(c) This includes Rs. 190 on account of local rates.

(d) Includes Rs. 300 on account of municipal grants.

EDUCATION GENERAL FORM No. IV.

Return showing the Results of prescribed Examinations during the official year 1882-83.

Nature of Examination.	Number of Institutions sending Examinees.			Number of Examinees.				Number Passed.				Percentage of passed scholars on total number on rolls at beginning of the year.	
	Government Institutions.	Other Institutions.	Total.	Government Institutions.	Other Institutions.	Private students.	Total.	Government Institutions.	Other Institutions.	Private students.	Total.	Government Institutions.	Other Institutions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Arts Colleges.													
Master of Arts	1	1	2	6	2	...	8	5	2	...	7	83·3	100·
Bachelor of Arts	3	2	5	34	28	...	62	12	16	...	28	35·2	57·1
First Arts	3	4	7	60	62	5	127	24	26	1	51	40·0	41·9
Colleges for professional training.													
Bachelor of Law	1	1	2	3	1	...	4	1	1	...	2	33·3	100·
Schools.													
Matriculation	25	34	59	257	247	20	524	161	116	5	282	62·6	46·9
Standard equivalent to matriculation ... Boys ...	3	4	7	11	24	...	35	5	21	...	26	45·4	87 5
Standard equivalent to matriculation ... Girls ...	...	1	1	...	8	...	8	...	8	...	8	...	100·
Middle School Examination ... Boys ...	406	82	488	1,740	505	98	2,343	338	66	20	424	19·4	13·0
Middle School Examination ... Girls ...	...	1	1	...	2	...	2	...	...	...	...	...	...
Upper Primary School Examination ... Boys ...	3,308	87	3,395	13,700	1,285	...	14,985	7,760	713	...	8,473	56·6	55·4
Upper Primary School Examination ... Girls ...	42	16	58	102	154	...	256	44	120	...	164	43·1	77·9
Lower Primary School Examination ... Boys ...	4,767	122	4,889	24,557	2,195	...	26,752	15,819	1,066	...	16,885	64 4	48·5
Lower Primary School Examination ... Girls ...	111	43	154	548	423	30	1,001	226	268	30	524	41 2	63 3

R. T. H. GRIFFITH,
Director of Public Instruction, N.-W. P. and Oudh.

SUBSIDIARY FORMS.

SUBSIDIARY FORM No. 1.

Statistical Return of Colleges, for the official year 1882-83.

District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1883. Reading for degree.	Reading for the First Arts jicentiate or corresponding examinat.on.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1883. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.	Number of scholars on 31st March, 1883, learning. English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Expenditure. Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Other sources.	Total.	Annual cost of educating each scholar. Total cost.	Cost to Government.	Remarks.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9	10	11	12
	ARTS COLLEGES. *English.*																		Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs. a. p.	Rs. a. p.	
Agra ...	Government ...	1	11	32	43	29 28	26 52	...	...	40	3	...	43	...	1	...	24	11	2,308	...	23,784	1,217	19	27,328	1,030 7 5	87 0 5	
Benares ...	Ditto	1	20	40	60	60 00	53·00	...	...	57	3	...	59	...	...	1	25	27	29,145	...	1,548	2,497	876	34,066	642 12 1	549 14 6	
Allahabad ...	Ditto	1	37	71	108	85 30	73·50	3	2	93	10	...	108	..	2	7	41	31	57,419	...	2,466	3,339	...	63,224	860 3 0	781 3 4	
Fyzabad ...	Ditto	1	...	12	12	6 00	5·00	...	...	12	...	...	12	...	...	...	12	...	...	4,075	...	58	...	4,133	826 9 7	815 0 0	
	Total ...	4	68	155	223	180·58	158·02	3	2	202	16	...	222	...	3	8	102	69	88,872	4,075	27,798	7,111	895	1,28,751	814 12 5	588 3 1	
Aligarh ...	Aided	1	9	30	39	30·00	25 00	...	...	20	19	.	39	...	...	4	27	4	3,696	...	312	1,147	10,775	15,930	637 3 2	147 13 5	
Lucknow ...	Ditto	1	35	90	125	112·70	95 30	...	2	113	9	1	125	...	...	2	68	38	14,990	...	20,913	1,228	175	37,306	391 7 4	157 4 8	
	Total ...	2	44	120	164	142 70	120 30	...	2	133	28	1	164	...	..	6	95	42	18,686	...	21,225	2,375	10,950	53,236	442 8 5	155 5 3	
Agra ...	Unaided	1	...	11	11	11·00	10 00	1	2	8	...	...	11	...	...	...	10	1	...	...	360	264	2,760	3,384	338 6 4	...	
Benares ...	Ditto	1	2	15	17	16·60	14 50	1	3	13	...	...	17	...	1	...	7	7	...	...	...	348	1,896	2,244	154 12 1	...	
	Total ...	2	2	26	28	27·60	24·50	2	5	21	...	...	28	...	1	...	17	8	...	...	360	612	4,656	5,628	229 11 5	...	
	Total, English Colleges...	8	114	301	415	350·88	302 82	5	9	356	44	1	414	...	4	14	214	119	1,07,558	4,075	49,383	10,098	16,501	1,87,615	619 8 11	368 10 3	
	Oriental.																										
Benares ...	Govt. Sanskrit College...	1	...	399	399	379·00	347·00	...	...	399	...	...	...	...	...	...	...	399	13,922	...	186	...	176	14,284	41 2 8	40 1 11	
Aligarh ...	Aided	1	...	14	14	15·00	13·00	...	...	...	14	...	14	.	...	14	...	...	346	...	29	132	1,006	1,513	116 6 2	26 9 10	
Lucknow ...	Ditto	1	...	110	110	112·50	82·40	...	...	50	60	...	...	37	...	43	14	16	2,188	...	3,241	17	...	5,446	66 1 5	26 8 10	
	Total ...	2	..	124	124	127·50	95 40	...	..	50	74	...	14	37	...	57	14	16	2,534	...	3,270	149	1,006	6,959	72 15 1	26 9 0	
	Total, Oriental Colleges,	3	...	523	523	506·50	442·40	...	...	449	74	...	14	37	...	57	14	415	16,456	...	3,456	149	1,182	21,243	48 0 3	37 3 2	
	Grand Total, Arts Colleges.	11	114	824	938	857·38	745·22	5	9	805	118	1	428	37	4	71	228	534	1,24,014	4 075	52,839	10,247	17,683	2,08,858	280 4 2	171 14 1	
	COLLEGES OR DEPTS OF COLLEGES FOR PROFESSIONAL TRAINING *Law.*																										
Allahabad ...	Aided	1	5	28	33	23 50	18·10	1	...	28	4	...	33	...	...	...	...	...	3,272	...	106	1,528	...	4,906	272 8 9	181 12 5	
Lucknow ...	Ditto	1	2	...	2	1·60	1·00	...	...	2	...	...	2	..	...	...	...	...	488	...	528	199	...	1,215	76 14 4	30 14 2	
			(23)		(23)	(22 6)	(14 8)		(1)	(20)	(2)		(23)														
	Total ...	2	7	28	35	25·10	19·10	1	...	30	4	...	35	...	...	...	...	...	3,760	...	634	1,727	...	6,121	320 7 6	196 13 8	
	Engineering. Saháranpur (Roorkee) Government.	This is a special college which cannot fit into this form.																									
	Grand Total, Professional Colleges.	2	7	28	35	25 10	19·10	1	...	30	4	...	35	..	...	...	...	...	3,760	...	634	1,727	...	6,121	320 7 6	196 13 8	
	Grand Total of all Colleges.	13	121	852	973	882 48	764·32	6	9	835	122	1	463	37	4	71	228	534	1,27,774	4,075	53,473	11,947	17,683	2,14,979	281 4 3	172 8 0	

N. B.—The figures within brackets, opposite to the Law Department, represent those pupils who are also studying in the Arts Department, hence they have not been counted in the total column of this statement.

R. T. H. GRIFFITH,
Director of Public Instruction, N.-W. P. and Oudh.

SUBSIDIARY

Statistical Return of High and Middle Schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1883. In High schools.	In Middle schools.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1883. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
		ENGLISH SCHOOLS.											
MEERUT.	Dehra Dún ...	Aided	4	21	42	63	61	52	37	3	21	2	...
	Sahárunpur ...	Government	1	...	52	52	40	34	...	...	36	16	...
		Aided	2	...	111	111	126	93	...	...	81	30	...
		Unaided	1	9	...	9	13	9	...	3	6	...	...
		Total ...	4	9	163	172	179	136	...	3	123	46	...
	Muzaffarnagar ...	Government	1	...	36	36	36	31	...	...	31	5	...
	Meerut ...	Ditto	3	28	94	122	110	92	...	...	105	17	...
		Aided	2	17	72	89	84	66	...	9	57	23	...
		Total ...	5	45	166	211	194	158	...	9	162	40	...
	Bulandshahr ...	Government	1	...	53	53	43	39	...	1	43	9	...
	Aligarh ...	Ditto	4	49	152	201	208	155	1	1	180	18	1
		Aided	3	61	121	182	166	133	...	...	68	114	...
		Total ...	7	110	273	383	374	288	1	1	248	132	1
		Total, Government schools...	10	77	387	464	437	351	1	2	395	65	1
		Total, Aided schools ...	11	99	346	445	437	344	37	12	227	169	...
		Total, Unaided schools ...	1	9	...	9	13	9	...	3	6	...	...
		Grand Total ...	22	185	733	918	887	704	38	17	628	234	1
AGRA.	Muttra ...	Government	2	21	89	110	101·98	86·44	...	...	104	6	...
	Agra ...	Ditto	2	63	44	107	83·96	74·71	1	...	85	21	...
		Aided	9	83	234	317	290·0	258 0	80	15	191	30	1
		Total ...	11	146	278	424	373·96	332·71	81	15	276	51	1
	Etáwah ...	Government	2	34	96	130	115·0	99·0	...	...	124	6	...
	Etah ...	Ditto	1	...	27	27	31·42	24·08	...	...	27	...	...
	Mainpuri ...	Ditto	1	...	62	62	60·91	54 04	...	...	58	4	...
	Farukhabad ...	Ditto	2	31	78	109	104·90	91·9	...	1	97	10	1
		Aided	1	...	41	41	35 75	29·5	...	...	35	6	...
		Total ...	3	31	119	150	140·65	121·4	...	1	132	16	1
		Total, Government schools...	10	149	396	545	498·17	430·17	1	1	495	47	1
		Total, Aided schools ...	10	83	275	358	325·75	287·50	80	15	226	36	1
		Total, Unaided schools ...	...	...	...	...	...	...	...	...	...	...	...
		Grand Total ...	20	232	671	903	823·92	717·67	81	16	721	83	2

FORM No. 2.

and Vernacular) for the Official year 1882-83.

Number of scholars on 31st March, 1883, learning.						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
63	38	37	...	25	...	2,360	1,068	...	3,825	...	11,760	19,013	365 10 4	65 14 9	1	...
52	52	...	...	...	...	...	1,911	...	142	...	...	2,053	60 6 1	56 3 4	...	...
104	83	...	...	61	7	...	1,022	...	603	159	1,439	3,223	34 10 6	10 15 10	...	...
9	4	...	...	5	...	...	...	...	54	300	402	756	84 0 0	...	3	...
165	139	...	...	66	7	...	2,933	...	799	459	1,841	6,032	44 5 8	21 9 1	3	...
36	36	...	...	...	...	...	1,923	...	104	...	89	2,116	68 4 1	62 0 6	...	5
122	37	...	...	74	3	...	3,783	...	628	47	207	4,665	50 11 4	41 1 11	5	4
89	9	...	...	78	2	...	1,542	...	417	208	2,391	4,558	69 1 0	23 5 7	2	4
211	46	...	...	152	5	...	5,325	...	1,045	255	2,598	9,223	58 6 0	33 11 3	7	8
53	29	...	...	24	...	...	2,113	...	161	122	...	2,396	61 7 0	54 2 10	...	3
201	80	...	...	88	33	...	4,950	167	1,102	2,207	108	8,534	55 0 11	31 15 0	6	8
182	32	...	52	87	11	1,980	332	158	2,462	1,419	2,644	8,995	67 10 1	16 10 1	9	1
383	112	...	52	175	44	1,980	5,282	325	3,564	3,626	2,752	17,529	53 14 9	25 3 5	15	9
464	234	...	...	186	36	...	14,680	167	2,137	2,376	404	19,764	56 4 11	41 13 2	11	20
438	162	37	52	251	20	4,340	3,964	158	7,307	1,786	18,234	35,789	104 0 7	24 2 3	12	5
9	4	...	...	5	...	...	...	...	54	300	402	756	84 0 0	...	3	...
911	400	37	52	442	56	4,340	18,644	325	9,498	4,462	19,040	56,309	79 15 9	32 10 5	26	25
110	35	...	...	69	6	...	4,542	...	973	119	...	5,634	65 2 10	52 8 9	7	5
107	9	1	...	74	23	13,174	...	224	642	...	70	14,110	188 13 10	176 5 4	11	10
317	98	49	...	181	37	9,656	...	426	2,109	425	11,866	24,482	94 14 3	37 6 5	14	28
424	107	50	...	255	60	22,830	...	650	2,751	425	11,936	38,592	115 15 11	68 9 11	25	38
130	...	...	...	80	50	...	9,201	...	568	91	...	9,860	99 9 6	92 15 0	4	9
27	27	...	...	19	...	...	2,351	...	58	19	...	2,428	100 13 3	97 9 6	...	3
62	35	...	...	27	...	...	1,888	...	243	...	...	2,131	39 6 11	34 15 0	...	8
109	16	...	...	79	14	...	4,008	...	935	100	...	5,043	54 14 0	43 9 10	8	7
41	...	...	...	41	...	...	670	...	187	497	311	1,665	56 7 1	22 11 5	...	3
150	16	...	...	120	14	...	4,678	...	1,122	597	311	6,708	55 4 1	38 8 6	8	10
545	122	1	...	348	93	13,174	21,990	224	3,419	329	70	39,206	91 2 3	81 11 11	30	42
358	98	49	...	222	37	9,656	670	426	2,296	922	12,177	26,147	90 15 2	35 14 8	14	37
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
903	220	50	...	570	130	22,830	22,660	650	5,715	1,251	12,247	65,353	91 1 0	63 6 2	44	73

SUBSIDIARY

Statistical Return of High and Middle Schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1883. In High schools.	In Middle schools.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1883. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Rohilkhand.	Bijnor ...	Government	1	...	44	44	44	38	...	...	26	17	1
	Moradabad ...	Ditto	2	30	83	113	105	87	...	...	84	29	...
		Aided	1	...	33	33	26	21	...	9	21	3	...
		Total ...	3	30	116	146	131	108	...	9	105	32	...
	Budaun ...	Government	1	...	52	52	53	45	...	...	38	14	.
		Aided	1	...	23	23	25	22	...	3	14	6	.
		Total ...	2	...	75	75	78	67	...	3	52	20	...
	Bareilly ...	Government	2	68	127	195	191	175	...	3	150	42	...
	Shâhjahânpur ...	Ditto	2	12	51	63	62	55	...	...	50	13	...
		Aided	1	...	22	22	21	16	...	15	5	2	...
		Total ...	3	12	73	85	83	71	...	15	55	15	...
	Pilibhît ...	Government	1	...	15	15	13	10	...	...	12	3	...
		Total Government ...	9	110	372	482	468	410	...	3	360	118	1
		Total Aided	3	...	78	78	72	59	...	27	40	11	...
		Grand Total ...	12	110	450	560	540	469	...	30	400	129	1
Allahabad.	Allahabad ...	Government	2	97	199	296	256·0	214·0	...	9	223	64	...
		Aided	4	29	108	137	126·65	110·04	98	10	26	1	2
		Total ...	6	126	307	433	382·65	324·04	98	19	249	65	2
	Cawnpore ...	Government	2	22	81	103	102·84	81·94	...	...	91	12	...
		Aided	4	60	132	192	181·48	143·87	105	2	72	12	1
		Total ...	6	82	213	295	284·32	225·81	105	2	163	24	1
	Bânda ...	Government	2	10	45	55	46·41	38·25	...	...	41	14	...
	Fatehpur ...	Ditto	1	...	36	36	35·35	30·52	...	...	28	8	...
	Hamîrpur ...	Ditto	1	...	34	34	32·89	24·45	...	...	25	9	...
	Jaunpur ...	Ditto	1	...	56	56	48	36·0	...	...	37	19	...
		Aided	2	6	30	36	43	35·0	1	2	27	6	...
		Total ...	3	6	86	92	91	71·0	1	2	64	25	..
		Total Government ...	9	129	451	580	522·49	425·16	...	9	445	126	...
		Total Aided	10	95	270	365	351·13	288·91	204	14	125	19	3
		Grand Total ...	19	224	721	945	873·62	714·07	204	23	570	145	3
Benares.	Azamgarh ...	Aided	2	15	54	69	66	44	...	3	55	11	..
	Mirzapur ...	Government	2	18	53	71	76	55	...	...	67	3	1
		Aided	2	19	53	72	55	43	...	3	57	12	...
		Unaided	1	...	12	12	10	9	...	...	12	...	...
		Total ...	5	37	118	155	141	107	...	3	136	15	1
	Benares ...	Government	2	81	202	283	285	227	2	...	232	49	...
		Aided	6	175	292	467	431	307	5	18	354	90	...
		Unaided	2	21	39	6	48	30	...	...	58	2	...
		Total ...	10	277	533	810	764	564	7	18	644	141	...

FORM No. 2.

and Vernacular) for the Official year 1882-83.—(continued.)

Number of scholars on 31st March, 1883, learning.						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p	Rs. a. p.		
44	8	...	...	38	3	...	1,913	23	131	...	...	2,067	54 6 4	50 5 6	...	8
113	34	...	...	60	19	...	6,454	2,066	517	...	...	9,037	103 14 0	74 2 11	8	5
33	33	...	..	16	...	...	496	...	75	...	410	981	46 11 5	23 9 11	...	1
146	67	...	...	76	19	...	6,950	2,066	592	...	410	10,018	92 12 2	64 5 8	8	6
52	4	...	...	46	2	...	2,086	...	198	17	...	2,301	51 2 2	46 5 8	...	6
23	23	...	...	3	...	...	180	...	34	120	66	400	18 2 11	8 2 11	...	...
75	27	...	...	49	2	...	2,266	...	232	137	66	2,701	40 5 0	33 13 2	...	6
195	8	...	...	144	43	...	16,867	...	1,398	...	85	18,350	104 13 9	96 6 2	19	13
63	9	...	...	52	2	...	5,332	...	268	...	*60	5,660	102 14 7	96 15 2	6	8
22	22	...	...	...	...	...	1,000	...	...	...	1,030	2,030	126 14 0	62 8 0	...	2
85	31	..	...	52	2	...	6,332	...	268	...	1,090	7,690	108 4 11	89 2 11	6	10
15	10	...	...	5	...	...	...	...	2	1,138	...	1,140	114 0 0	...	...	...
482	68	...	...	345	69	...	32,652	2,089	2,514	1,155	145	38,555	94 0 7	79 10 2	33	40
78	78	...	..	19	...	...	1,676	...	109	120	1,506	3,411	57 13 0	28 6 6	...	3
560	146	...	...	364	69	...	34,328	2,089	2,623	1,275	1,651	41,966	89 7 8	73 3 1	33	43
296	14	...	4	183	93	...	7,303	...	1,310	780	...	9,393	43 14 3	34 2 0	17	9
137	132	98	...	4	1	5,441	296	...	5,311	463	141	11,652	105 14 3	52 2 2	5	8
433	146	98	4	187	94	5,441	7,599	...	6,621	1,243	141	21,045	64 15 2	40 3 10	22	17
103	3	...	2	73	25	...	5,608	62	289	...	...	5,959	72 11 7	68 7 1	9	6
190	103	38	...	39	16	3,484	720	...	7,815	...	6,750	18,769	130 7 9	29 3 6	1	9
293	106	38	2	112	41	3,484	6,328	62	8,104	...	6,750	24,728	109 8 2	43 7 3	10	15
55	...	...	...	45	10	...	3,834	...	262	48	..	4,144	108 5 5	100 3 9	3	5
36	9	...	...	27	...	...	688	...	115	24	...	827	27 1 6	22 8 8	...	3
34	30	...	...	4	...	...	972	...	109	...	...	1,081	44 3 5	39 12 1	...	3
56	10	...	...	46	...	...	1,846	...	200	202	...	2,248	62 7 1	51 4 5	...	...
36	9	...	1	25	1	...	1,101	716	169	...	16	2,002	57 3 2	31 7 4	2	...
92	19	..	1	71	1	...	2,947	716	369	202	16	4,250	59 13 9	41 8 1	2	...
580	66	...	6	378	128	...	20,251	62	2,985	1 054	...	23,652	55 10 1	47 10 1	29	26
363	244	136	1	68	18	8,925	2,117	716	13,295	463	6,907	32,423	112 3 7	38 3 6	8	17
943	310	136	7	446	146	8,925	22,368	778	15,580	1,517	6,907	56,075	78 8 5	43 13 2	37	43
69	15	...	...	43	11	...	1,200	...	431	..	769	2,400	54 8 9	27 4 4	5	2
71	2	...	...	54	15	...	5,640	...	246	...	...	5,886	107 0 3	102 8 9	5	3
72	8	...	...	52	12	...	1,600	...	268	...	861	2,729	63 7 6	37 3 4	2	...
12	6	...	...	6	...	...	..	87	10	97	...	194	21 8 10	...	...	...
155	16	...	..	112	27	...	7,240	87	524	97	861	8,809	82 5 3	67 10 7	7	3
283	12	...	2	179	90	8,245	...	48	4,179	...	...	12,472	54 15 1	36 5 2	12	2
467	170	...	...	103	121	3,100	6,270	2,444	405	4,890	2,000	18,104	62 3 7	30 8 4	6	1
60	29	...	...	10	21	...	...	...	164	...	1,540	1,704	56 12 9	...	1	...
810	211	..	2	292	232	11,345	6,270	2,492	4,743	4,890	3,540	33,280	59 0 1	31 3 8	19	3

* Subscription.

SUBSIDIARY

Statistical Return of High and Middle Schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1883. In High schools.	In Middle schools.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1883. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
BENARES—(concld.)	Gházipur ...	Aided	5	59	158	217	203	162	...	4	169	44	...
		Unaided	1	...	7	7	8	6	...	...	6	1	...
		Total ...	6	59	165	224	211	168	...	4	175	45	...
	Gorakhpur ...	Aided	2	44	104	148	120	86	...	14	109	25	...
	Basti ...	Do.	1	...	24	24	24	19	...	...	21	3	...
	Ballia ...	Do.	1	...	64	64	53	42	...	...	63	1	...
		Total, Government ...	4	99	253	354	361	282	2	...	299	52	1
		Total, Aided	19	312	749	1,061	952	703	5	42	828	186	...
		Total, Unaided... ...	4	21	58	79	66	45	...	...	76	3	...
		Grand Total ...	27	432	1,062	1,494	1,379	1,030	7	42	1,203	241	1
JHANSI.	Jalaun ...	Government	2	...	23	23	21	15	...	...	21	2	...
	Jhansi ...	Ditto	1	...	18	18	16	13	...	...	16	3	...
	Lalitpur ...	Ditto	1	..	14	14	14	11	...	...	13	1	...
		Total, Government ...	4	...	55	55	51	39	...	...	49	6	...
KUMAUN.	Kumaun ...	Aided	5	41	155	196	164	152	135	2	58	1	...
	Garhwal ...	Do.	1	...	17	17	15	14	...	3	14	...	...
		Total, Aided	6	41	172	213	179	166	135	5	72	1	...
N.-W. PROVINCES.		Total, Government schools...	46	564	1,916	2,480	2,337·66	1,936·33	4	15	2,043	414	4
		Total, Aided schools ...	59	630	1,890	2,520	2,316·88	1,848·41	461	115	1,518	422	4
		Total, Unaided schools ...	5	30	58	88	79·00	55	...	3	82	3	...
		Grand Total of English schools, North-Western Provinces.	110	1,224	3,864	5,088	4,733·54	3,839·74	465	133	3,643	839	8
LUCKNOW.	Lucknow ...	Aided	7	194	331	525	468	381	2	18	391	113	1
	Barabanki ...	Government	2	23	25	48	39	31	...	...	38	10	...
	Unao ...	Ditto	2	12	21	33	35	30	...	...	23	10	...
SITAPUR.	Sitapur ...	Ditto	2	13	21	34	25	18	...	...	25	9	...
		Aided	2	...	6	6	10	7	...	1	4	1	...
		Total ...	4	13	27	40	35	25	...	1	29	10	...
	Hardoi ...	Government	2	24	35	59	56	45	...	...	42	17	...
	Kheri ...	Ditto	2	11	22	33	33	25	...	...	31	2	...
FYZABAD.	Fyzabad ...	Ditto	2	29	53	82	75	68	...	...	62	20	...
	Gonda ...	Ditto	2	22	45	67	59	53	...	...	57	10	...
		Aided	2	7	19	26	29	21	...	...	26	...	...
		Total ...	4	29	64	93	88	74	...	...	83	10	...
	Bahraich ...	Government	2	13	27	40	39	32	...	...	29	11	...
		Aided	1	...	5	5	11	10	...	...	3	2	...
		Total ...	3	13	32	45	50	42	...	...	32	13	...

FORM No. 2.

and Vernacular) for the Official year 1882-83.

Number of scholars on 31st March, 1883, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
217	31	...	7	168	15	...	3,930	...	1,070	502	3,284	8,786	54 3 9	24 4 1	8	...
7	7	...	...	...	...	...	32	80	2	...	...	114	19 0 0	5 5 4	...	...
224	38	...	7	168	15	...	3,962	80	1,072	502	3,284	8,900	53 1 6	23 9 4	8	...
148	82	...	1	73	5	...	2,000	...	680	...	1,168	3,848	44 11 10	23 4 1	3	1
24	19	...	...	...	...	...	300	...	118	...	63	481	25 5 0	15 12 7	...	2
64	30	...	...	34	...	...	904	...	65	158	168	1,295	30 13 4	21 8 4	...	6
354	14	..	2	233	105	8,245	5,640	48	4,425	...	...	18,358	65 1 7	49 3 9	17	5
1,061	355	...	8	473	164	3,100	16,204	2,444	3,032	5,550	8,313	38,643	54 15 5	27 7 4	24	12
79	42	...	...	16	21	...	32	167	176	97	1,540	2,012	43 11 9	0 11 1	1	...
1,494	411	...	10	722	290	11,345	21,876	2 659	7,633	5,647	9,853	59,013	57 4 0	32 4 0	42	17
23	18	...	...	4	1	...	1,826	...	38	243	4	2,111	140 11 9	121 11 9	...	1
18	8	...	...	10	...	...	1,723	..	65	...	...	1,788	137 8 7	132 8 7	...	3
14	9	...	...	2	3	...	1,679	...	52	...	...	1,731	157 5 10	152 10 2	...	...
55	35	...	...	16	4	...	5,228	...	155	243	4	5,630	144 5 9	134 0 10	...	4
196	139	96	...	1	37	7,008	2,050	...	1,045	222	960	11,285	74 3 10	59 9 5	5	9
17	17	...	...	10	...	...	600	...	75	...	390	1,065	69 4 0	32 8 0	...	5
213	156	96	...	11	37	7,008	2,650	...	1,120	222	1,350	12,350	74 6 4	58 2 10	5	14
2,480	539	1	8	1,506	435	21,419	1,00,441	2,590	14,935	5,157	623	1,45,165	74 15 3	62 14 11	120	137
2,511	1,093	318	61	1,044	276	33,029	27,281	3,744	27,159	9,063	48,487	1,48,763	80 7 8	32 10 0	63	82
88	46	...	...	21	21	...	32	167	230	397	1,942	2,768	50 5 3	0 9 3	4	...
5,079	1,678	319	69	2,571	732	54,448	1,27,754	6,501	42,324	14,617	51,052	2,96,696	77 4 3	47 7 3	187	219
503	309	...	35	280	75	6,342	2,147	6,846	2,960	...	3,506	21,801	57 3 6	22 4 6	33	8
48	1	...	...	46	1	...	3,539	...	217	...	...	3,756	121 2 9	114 2 7	3	2
33	2	...	...	31	...	...	3,102	...	181	...	...	3,283	109 6 11	103 6 7	3	7
34	...	...	...	34	...	...	2,791	...	142	...	...	2,933	162 15 0	156 0 11	4	2
6	6	...	...	6	...	...	645	...	11	15	675	1,346	192 4 7	92 2 3	...	...
40	6	...	...	40	...	...	3,436	...	153	15	675	4,279	171 2 6	137 7 1	4	2
59	19	...	...	40	...	...	3,865	...	299	28	...	4,[illegible]12	93 9 9	86 5 5	6	7
33	...	...	...	33	...	...	2,653	...	180	...	11	2,844	113 12 3	106 2 3	2	2
82	...	...	...	82	...	...	5,995	...	411	...	...	6,406	94 3 3	88 2 5	5	7
67	7	...	...	60	...	...	3,200	84	308	...	...	3,592	67 12 4	60 5 11	6	3
26	26	...	...	...	...	...	992	...	42	...	1,025	2,059	98 0 6	47 3 5	...	...
93	33	...	...	60	...	...	4,192	84	350	...	1,025	5,651	76 5 9	56 10 2	6	3
40	...	...	...	40	...	...	3,246	...	201	...	16	3,463	108 3 6	101 7 1	3	1
5	5	...	...	...	...	...	180	300	24	...	...	504	50 6 5	18 0 0	...	...
45	5	...	...	40	...	...	3,426	300	225	...	16	3,967	94 7 3	81 9 3	3	1

SUBSIDIARY

Statistical Return of High and Middle Schools (English

Divisions.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1883. In High schools.	In Middle schools.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1883. Europeans and Eurasians	Native Christians	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Rae Bareli.	Rai Bareli ...	Government	2	24	49	73	62	53	...	2	55	16	...
	Sultanpur ...	Ditto	2	17	39	56	42	30	...	...	38	18	...
	Partabgarh ...	Ditto	2	15	26	41	33	28	...	1	31	9	...
Oudh.	Total, Government		22	203	363	566	498	413	...	3	431	132	...
	Total, Aided		12	201	361	562	518	419	2	19	424	116	1
	Grand Total of English schools, Oudh ...		34	404	724	1,128	1,016	832	2	22	855	248	1
	Grand Total of English schools, North-Western Provinces and Oudh		144	1,628	4,588	6,216	5749·54	4671·74	467	155	4,498	1,087	9
	Vernacular Schools.												
Meerut.	Dehra Dún ...	Government	1	...	13	13	13	10	...	1	10	2	...
	Saharanpur ...	Ditto	11	...	67	67	73	59	...	...	27	40	...
	Muzaffarnagar ...	Ditto	10	...	101	101	87	70	...	...	81	20	...
	Meerut ...	Ditto	7	...	87	87	74	56	...	...	68	19	...
	Bulandshahr ...	Ditto	8	...	151	151	117	96	...	...	108	43	...
	Aligarh ...	Ditto	23	...	159	159	180	151	...	...	151	8	...
		Total, Government ...	60	...	578	578	544	442	...	1	445	132	...
Agra.	Muttra ...	Government	11	...	76	76	63·04	62·14	...	...	74	2	...
	Agra ...	Ditto	12	...	88	88	82·36	64·00	...	...	88	...	...
	Etáwah ...	Ditto	13	...	107	107	107·51	86·02	...	...	105	2	...
	Etah ...	Ditto	14	...	174	174	141·0	115·0	...	...	143	31	...
	Mainpuri ...	Ditto	10	...	47	47	49·20	38·10	...	...	43	4	...
	Farukhabad ...	Ditto	12	...	129	129	108·46	93·14	...	...	127	2	...
		Total, Government ...	72	...	621	621	551·57	458·40	...	...	580	41	...
Rohilkhand.	Bijnor ...	Government	10	...	154	154	128	109	...	...	73	81	...
		Aided	1	...	14	14	11	9	...	...	5	9	...
		Total ...	11	...	168	168	139	118	...	...	78	90	...
	Moradabad ...	Government	11	...	81	81	75	58	...	...	55	26	...
	Budaun ...	Ditto	17	...	163	163	134	110	...	...	94	69	...
	Bareilly ...	Ditto	11	...	88	88	79	76	...	...	65	23	...
	Pílibhít ...	Ditto	8	...	52	52	50	42	...	...	44	8	...
	Sháhjahánpur ...	Ditto	8	...	49	49	53	42	...	...	31	18	...
		Total, Government ...	65	...	587	587	519	437	...	...	362	225	...
		Total, Aided	1	...	14	14	11	9	...	...	5	9	...
		Grand Total ...	66	...	601	601	530	446	...	...	367	234	...

FORM No. 2.

and Vernacular) for the Official year 1882-83.—(continued.)

Number of scholars on 31st March, 1883, learning						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rt. a. p.	Rs. a. p.		
73	14	...	...	63	...	...	4,508	180	468	...	...	5,156	97 4 6	85 0 9	1	3
56	3	...	...	52	...	...	3,751	...	205	...	...	3,956	131 13 9	125 5 3	4	3
41	...	...	...	41	...	...	2,687	...	201	...	...	2,888	103 2 6	95 15 6	3	...
566	46	...	...	522	1	...	39,357	264	2,813	28	27	42,489	102 14 1	95 4 9	40	37
540	346	...	35	286	75	6,342	3,964	7,146	3,037	15	5,206	25,710	61 5 9	24 9 6	33	8
1,106	392	...	35	808	76	6,342	43,321	7,410	5,850	43	5,233	68,199	81 15 1	59 11 1	73	45
6,185	2,070	319	104	3,379	808	60,790	1,71,075	13,911	48,174	14,660	56,285	3,64,895	78 1 8	49 10 1	260	264
...	13	...	...	3	...	...	146	...	15	42	...	203	20 4 10	14 9 7	...	...
...	67	...	...	...	...	...	1,151	...	56	24	...	1,231	20 13 10	19 8 2	...	...
...	101	...	...	101	...	...	1,300	...	96	3	...	1,399	19 15 9	18 9 2	...	11
...	87	...	...	...	...	...	837	...	112	...	...	949	16 15 2	14 15 2	...	3
...	151	...	...	39	...	...	1,390	...	175	...	...	1,565	16 4 10	14 7 8	...	4
...	159	...	...	...	...	...	1,800	...	168	24	...	1,992	13 3 2	11 14 9	...	6
...	578	...	...	143	...	...	6,624	...	622	93	...	7,339	16 9 8	14 15 9	...	24
...	76	...	...	...	...	...	1,038	...	44	7	...	1,089	20 12 2	16 11 3	...	10
...	88	...	...	8	...	...	1,264	...	39	9	...	1,312	20 8 0	19 8 6	...	11
...	107	...	...	...	...	...	1,075	...	28	152	...	1,255	14 9 5	12 7 11	...	14
...	174	...	...	...	...	...	1,739	...	25	...	...	1,764	15 5 5	15 1 11	...	9
...	47	...	...	...	...	...	840	...	53	...	...	893	23 7 0	22 0 9	...	10
...	129	...	...	...	...	...	1,288	...	32	...	...	1,320	14 2 6	13 13 3	...	12
...	621	...	...	8	...	...	7,244	...	221	168	...	7,633	16 10 5	15 12 10	...	66
...	154	...	...	148	...	...	1,227	...	126	197	...	1,550	14 3 6	11 4 1	...	5
...	14	...	...	14	...	...	137	155	5	...	...	297	33 0 0	15 3 7	...	...
...	168	...	...	162	...	...	1,364	155	131	197	...	1,847	15 10 5	11 8 11	...	5
...	81	...	...	64	...	...	1,669	...	86	...	...	1,755	30 4 2	28 12 5	...	...
...	163	...	...	137	...	...	1,755	...	102	...	...	1,857	16 14 1	15 15 3	...	...
...	88	...	...	83	...	...	1,655	...	76	60	...	1,791	23 9 1	21 12 5	...	2
...	52	...	...	39	...	...	1,113	...	23	...	...	1,136	27 0 9	25 8 0	...	...
...	49	...	...	4	...	...	886	...	53	58	...	997	23 11 10	21 1 6	...	1
...	587	...	...	475	...	...	8,305	...	466	315	...	9,086	20 12 8	19 0 1	...	8
...	14	...	...	14	...	...	137	155	5	...	...	297	33 0 0	15 3 7	...	...
...	601	...	...	489	...	...	8,442	155	471	315	...	9,383	21 0 7	18 14 10	...	8

SUBSIDIARY

Statistical Return of High and Middle Schools (English

Division.	District.	Name or class of Institutions	Number of Institutions.	Number of scholars on the rolls on 31st March, 1883. In High schools.	In Middle schools.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1883. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
ALLAHABAD.	Allahabad ...	Government	7	...	70	70	68 0	60·0	...	...	45	25	...
	Cawnpore ...	Ditto	24	..	175	175	142·19	154·4	...	...	162	13	...
	Banda ...	Ditto	8	...	60	60	43·0	41·0	...	...	53	7	...
	Fatehpur ...	Ditto	12	...	53	53	62·17	52 49	...	...	37	16	...
	Hamirpur ...	Ditto	11	...	106	106	88·0	69·0	...	...	90	16	...
	Jaunpur ...	Ditto	7	...	88	88	70·0	70·0	...	...	76	12	...
		Total, Government ...	69	...	552	552	473·36	446·89	...	...	463	89	..
BENARES.	Azamgarh ...	Government	10	...	100	100	112	92	...	...	92	8	...
	Mirzapur ...	Ditto	7	11	125	136	106	80	...	...	98	38	...
		Aided	1	...	43	43	41	26	...	...	39	4	...
		Total ...	8	11	168	179	147	106	...	...	137	42	...
	Benares ...	Government	5	...	29	29	28	23	...	...	29	...	...
	Ghazipur ...	Ditto	13	...	99	99	94	85	...	...	95	4	...
		Aided	4	100	86	186	171	152	...	...	89	97	...
		Total ...	17	100	185	285	265	237	...	...	184	101	...
	Gorakhpur ...	Government	18	22	158	180	169	137	...	...	161	19	...
	Basti ...	Ditto	11	...	75	75	70	50	...	...	72	3	...
	Billia ...	Ditto	6	...	53	53	49	43	...	...	52	1	...
		Total, Government ...	70	33	639	672	628	510	...	...	599	73	...
		Total, Aided	5	100	129	229	212	178	...	...	128	101	...
		Grand Total ...	75	133	768	901	840	688	...	...	727	174	...
JHANSI.	Jalaun ...	Government	8	...	45	45	41	31	...	...	43	2	...
	Jhansi ...	Ditto	3	...	13	13	13	12	...	...	13	...	...
	Lalitpur ...	Ditto	3	...	16	16	15	14	...	...	16	...	...
		Total, Government ...	14	...	74	74	69	57	...	...	72	2	...
KUMAON.	Kumaun ...	Government	5	...	10	10	9	8	...	...	10	...	...
		Aided	1	...	15	15	15	12	...	...	15	...	...
		Total ...	6	...	25	25	24	20	...	...	25	...	...
	Garhwal ...	Government	4	...	4	4	4	4	...	...	4	...	...
		Aided	1	...	5	5	6	4	...	...	5	...	...
		Total ...	5	...	9	9	10	8	...	...	9	...	...

FORM No. 2.

and Vernacular) for the Official year 1882-83.—(continued.)

Number of scholars on 31st March, 1883, learning.						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs a. p.	Rs. a. p.		
...	70	...	...	...	...	...	760	...	...	...	...	760	12 10 8	12 10 8	...	4
...	175	...	...	...	...	...	726	...	...	...	...	726	4 11 3	4 11 3	...	5
...	60	...	...	12	...	...	298	...	31	...	...	329	8 0 5	7 4 3	...	1
...	53	...	...	5	...	...	975	...	140	...	...	1,115	21 3 10	18 9 2	...	3
...	106	...	...	...	...	...	909	...	10	...	...	919	13 5 1	13 2 9	...	1
...	88	...	...	38	...	...	517	...	35	...	...	552	9 3 2	8 9 10	...	...
...	552	...	...	55	...	...	4,185	...	216	...	...	4,401	9 13 7	9 5 10	...	14
...	100	...	...	22	...	...	1,922	...	185	132	...	2,239	24 5 4	20 14 3	...	7
...	43	...	8	58	27	...	677	523	50	...	...	1,250	15 10 0	8 7 4	3	7
...	6	...	...	13	24	...	80	47	37	...	...	164	6 4 11	3 1 2	...	...
...	49	...	8	71	51	...	757	570	87	...	...	1,414	13 5 5	7 2 3	3	7
...	29	...	...	...	...	...	423	...	25	...	...	448	19 7 7	18 6 3	...	4
...	99	...	...	...	...	...	622	...	25	...	...	647	7 9 9	7 5 1	...	...
...	30	...	43	104	21	...	356	...	125	55	359	895	5 14 2	2 5 5	...	25
...	129	...	43	104	21	...	978	...	150	55	359	1,542	6 8 1	4 2 0	...	25
...	128	...	12	26	14	...	2,931	...	33	...	...	2,964	21 10 1	21 6 3	...	5
...	75	...	...	6	...	...	1,777	...	30	...	...	1,807	36 2 2	35 8 7	...	3
...	53	...	...	...	...	...	1,070	...	...	...	...	1,070	24 14 1	24 14 1	...	2
...	527	...	20	112	41	...	9,422	523	348	132	...	10,425	20 7 0	18 7 7	3	28
...	36	...	43	117	45	...	436	47	162	55	359	1,059	5 15 2	2 7 2	...	25
...	563	...	63	229	86	...	9,858	570	510	187	359	11,184	16 11 1	14 5 3	3	58
...	45	...	...	...	...	...	996	...	44	...	...	1040	33 8 9	32 2 1	...	6
...	13	...	...	...	...	...	290	...	9	...	...	299	24 14 8	24 2 8	...	...
...	16	...	...	...	...	...	238	...	6	...	...	244	17 6 10	17 0 0	...	...
...	74	...	...	...	...	...	1,524	...	59	...	...	1,583	27 12 4	26 11 9	...	6
...	10	...	...	...	...	...	200	...	...	...	...	200	5 0 0	25 0 0	...	...
...	...	...	...	...	15	200	...	300	70	...	...	570	47 8 0	16 10 8	...	...
...	10	...	...	...	15	200	200	300	70	...	...	770	38 8 0	20 0 0	...	...
...	4	...	...	...	...	...	151	...	...	...	...	151	37 12 0	37 12 0	...	2
5	5	...	...	...	...	...	200	...	5	...	219	424	106 0 0	50 0 0	...	...
5	9	...	...	...	...	...	351	...	5	...	219	575	71 14 0	43 14 0	...	2

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Statistical Return of High and Middle Schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1883. In High schools.	In Middle schools.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1883. Europeans and Eurasians.	Native Christians	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Kumaun.	Tarai ...	Government	2	...	5	5	4	4	...	...	5	...	...
		Total, Government ...	11	...	19	19	17	16	...	...	19	...	...
		Total, Aided	2	...	20	20	21	16	...	...	20	..	...
		Grand Total ...	13	...	39	39	38	32	..	...	39	...	...
N.-W. Provinces.		Total, Government schools	361	33	3,070	3,103	2,801·93	2,367·29	...	1	2,540	562	...
		Total, Aided schools ...	8	100	163	263	244	203	...	...	153	110	...
		Grand Total of Vernacular schools, North-Western Provinces.	369	133	3,233	3,366	3,045·93	2,570.29	...	1	2,693	672	...
		Grand Total of English and Vernacular schools, North-Western Provinces.	479	1,357	7,097	8,454	7,779·47	6,410·03	465	134	6,336	1,511	8
Lucknow.	Lucknow ...	Government	4	...	56	56	48	43	...	...	26	30	...
	Barabanki ...	Ditto	7	...	64	64	49	43	...	...	38	26	...
	Unao ...	Ditto	8	...	86	86	61	50	...	...	69	17	...
Sitapur.	Sitapur ...	Ditto	6	...	51	51	48	38	...	...	39	12	...
	Hardoi ...	Ditto	8	...	108	108	89	78	...	...	80	28	...
	Kheri ..	Ditto	5	...	46	46	33	30	...	...	35	11	...
Fyzabad.	Fyzabad ...	Government	5	...	98	98	91	79	...	..	90	8	...
	Gonda ...	Ditto	5	...	46	46	39	31	...	...	39	7	...
	Bahraich ...	Ditto	3	...	38	38	33	27	...	...	12	26	...
Rai Bareli.	Rai Bareli ...	Ditto	3	...	50	50	34	32	...	...	38	12	...
	Sultanpur ...	Ditto	2	...	17	17	17	14	...	...	12	5	...
	Partabgarh ...	Ditto	2	...	34	34	29	23	...	...	22	12	...
Oudh.		Total, Government Vernacular schools, Oudh.	58	...	694	694	571	488	...	...	500	194	...
		Grand Total English and Vernacular schools, Oudh.	92	404	1,418	1,822	1,587	1,320	2	22	1,355	442	1
N.-W.P. & Oudh.		Great Grand Total of English and Vernacular schools, North-Western Provinces and Oudh.	571	1,761	8,515	10,276	9,366·47	7,730·03	467	156	7,691	1,953	9

FORM No. 2.

and Vernacular) for the Official year 1882-83.

Number of scholars on 31st March, 1883, learning.						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or equivalent examination.	Middle school examination.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p	Rs. a. p.		
...	5	...	...	...	...	...	68	...	30	...	...	98	24 8 0	17 0 0	...	...
...	19	...	...	...	...	...	419	...	30	...	...	449	28 1 0	26 3 0	...	2
5	5	...	...	..	15	200	200	300	75	...	219	994	62 2 0	25 0 0	...	...
5	24	...	...	...	15	200	619	300	105	...	219	1,443	45 1 6	25 9 6	...	2
...	2,958	...	20	793	41	...	37,723	523	1,962	708	...	40,916	17 4 7	15 14 11	3	148
5	55	...	43	131	60	200	773	502	242	55	578	2,350	11 7 7	4 12 8	...	25
5	3,013	...	63	924	101	200	38,496	1,025	2,204	763	578	43,266	16 13 4	15 0 10	3	173
5,084	4,691	319	132	3,495	833	54,648	1,66,250	7,526	44,528	15,380	51,630	3,39,962	53 0 7	34 7 4	190	392
...	67	...	...	11	...	...	1,379	...	66	64	...	1,509	35 1 5	32 0 11	...	3
...	64	...	...	27	...	...	1,654	...	48	...	...	1,702	39 9 2	38 7 4	...	2
...	92	...	...	34	...	...	1,484	...	92	...	199	1,775	35 8 0	29 10 9	...	1
...	62	...	...	17	2	...	1,572	...	56	...	...	1,628	42 13 9	41 6 0	...	...
...	114	...	...	58	5	...	2,212	...	134	...	13	2,359	30 3 10	28 5 9	...	1
...	51	...	...	23	...	...	1,014	...	48	...	102	1,164	38 13 2	33 12 11	...	1
...	41	...	...	10	62	1,200	1,045	...	41	120	912	3,318	41 15 11	28 6 7	...	1
...	46	...	...	18	2	...	1,192	...	59	48	1	1,300	41 14 10	38 7 3	...	2
...	50	...	...	38	...	...	715	...	39	6	...	760	28 2 5	26 7 7	...	1
...	50	...	...	6	...	...	681	...	33	...	...	714	22 5 1	21 4 6	...	1
...	21	...	...	5	...	...	606	...	27	..	...	633	45 3 11	43 5 4	...	1
...	34	...	...	...	...	...	290	...	43	...	23	356	15 7 4	12 9 10	...	4
...	692	...	...	247	71	1,200	13,844	...	686	233	1,259	17,218	35 4 6	30 13 3	...	18
1,106	1,084	...	35	1,055	147	7,542	57,165	7,410	6,536	281	6,483	85,417	64 11 4	49 0 8	73	63
6,190	5,775	319	167	4,550	980	62,190	2,23,415	14,936	51,064	15,661	58,113	4,25,379	55 0 6	36 15 2	263	455

R. T. H GRIFFITH,
Director of Public Instruction, N.-W. P. and Oudh.

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Statistical Return of Female High and Middle Schools

District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1883.			Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1883.		
			In High schools.	In Middle schools.	Total.			Europeans and Eurasians.	Native Christians.	Others.
1	2	3	4a	4b	4	5	6	7a	7b	7c
English Schools.										
Dehra Dún	Aided ...	3	8	29	37	37	37	31	6	...
Agra...	Ditto ...	1	...	28	28	28	27	28	...	...
Bareilly	Ditto ...	1	...	24	24	24	24	...	24	...
Allahabad	Ditto ...	5	82	144	226	193	185	221	5	...
Lucknow	Ditto ...	3	15	40	55	42	37	28	27	...
Total, English Schools ...	...	13	105	265	370	324	310	308	62	...
Vernacular Schools.										
Kumaun	Aided ...	1	...	45	45	37	37	45	...	...
Garhwál	Ditto ...	1	...	3	3	4	3	...	3	...
Total, Vernacular Schools ...	...	2	...	48	48	41	40	45	3	...
Total of English and Vernacular Schools, N.-W. P. and Oudh.	...	15	105	313	418	365	350	353	65	...

FORM No. 3.

(*English and Vernacular*), *for the official year* 1882-83.

Number of scholars on 31st March, 1883, learning.				*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*		
English.	Vernacular.	Latin.	Persian.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Matriculation or other equivalent examination.	Middle school examination.	Remarks.
8a	8b	8c	8d	9a	9b	9c	9d	9e	9f	9	10	11	12	13	14
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs a. p.			
37	6	..	...	1,500	77	...	5,269	...	5,093	11,939	322 10 10	42 9 11	...	...	
28	...	...	...	600	...	...	324	...	276	1,200	44 7 1	22 3 7	...	6	
24	24	...	24	...	900	...	...	...	480	1,380	57 8 0	37 8 0	...	...	
226	65	78	...	4,306	1,950	...	12,802	258	91	19,407	104 14 5	33 13 1	16	20	
55	39	...	6	475	896	375	1,074	...	2,768	5,588	151 0 9	37 0 10	...	...	
370	134	78	30	6,881	3,823	375	19,469	258	8,708	39,514	127 7 5	34 8 5	16	26	
45	8	18	...	2,820	...	...	225	150	156	3,351	90 9 0	76 3 5	...	...	
...	3	...	...	...	190	...	...	...	138	328	109 5 4	63 5 4	...	...	
45	11	18	...	2,820	190	...	225	150	294	3,679	91 15 7	74 4 0	...	...	
415	145	96	30	9,701	4,013	375	19,694	408	9,002	43,193	123 6 6	39 2 11	16	26	

R. T. H GRIFFITH,

Director of Public Instruction, N-W. Provinces and Oudh.

SUBSIDIARY

Statistical Return of Primary Schools (English and

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1883. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1883. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
		ENGLISH SCHOOLS.											
MEERUT.	Dehra Dún ...	Aided ...	3	64	130	194	177·	145·	47	9	125	13	...
	Saháranpur ...	Government ...	2	41	80	121	125·	106·	...	...	80	41	...
		Aided ...	3	45	185	230	239·	181·	31	4	123	72	...
		Total ...	5	86	265	351	364·	287·	31	4	203	113	...
	Muzaffarnagar,	Government ...	3	54	47	101	109·	94·	...	...	82	19	...
	Meerut ...	Government ...	4	86	174	260	252	208·	...	...	207	53	...
		Aided ...	3	79	251	330	339·	282·	114	19	116	81	...
		Total ...	7	165	425	590	591·	490·	114	19	323	134	...
	Bulandshahr...	Government ...	1	53	49	102	110·	96·	...	1	81	20	...
	Aligarh ...	Government ...	3	141	141	282	253·	198·	1	1	222	57	1
		Aided ...	3	87	33	120	119	95·	20	1	32	67	...
		Total ...	6	228	174	402	372·	293·	21	2	254	124	1
	Total, Government Schools ...		13	375	491	866	849·	702·	1	2	672	190	1
	Total, Aided Schools ...		12	275	599	874	874·	703·	212	33	396	233	...
	GRAND TOTAL ...		25	650	1,090	1,740	1,723·	1,405·	213	35	1,068	423	1
AGRA.	Muttra ...	Government ...	1	59	112	171	158·97	135·68	...	...	156	15	...
		Unaided ...	2	18	67	85	82·40	60·17	...	...	75	10	...
		Total ...	3	77	179	256	241·37	195·85	...	...	231	25	...
	Agra ...	Government ...	2	232	304	536	507 07	450·78	70	7	319	140	...
		Aided ...	8	356	923	1,279	1,216 0	1,134·0	307	26	720	222	4
		Unaided ...	1	9	22	31	29·50	23 95	...	...	12	19	...
		Total ...	11	597	1,249	1,846	1,752 57	1,608·73	377	33	1,051	381	4
	Etáwah ...	Government ...	1	55	137	192	174·0	150 0	...	1	160	29	2
	Etah ...	Government ...	1	24	24	48	50 67	38·73	...	1	40	7	...
		Unaided ...	3	26	50	76	76·0	62·0	...	...	57	19	...
		Total ...	4	50	74	124	126·67	100 73	...	1	97	26	..
	Mainpuri ...	Government ...	1	63	34	97	98·58	87·22	...	...	91	6	...
	Farukhabad ...	Government ...	1	31	65	96	80·9	70 5	...	...	73	21	2
		Aided ...	2	36	74	110	114·0	93 0	9	2	78	21	...
		Total ...	3	67	139	206	194·9	163 5	9	2	151	42	2
	Total, Government ...		7	464	676	1,140	1,070 19	932·91	70	9	839	218	4
	Total, Aided ...		10	392	997	1,389	1,330 0	1,227·0	316	28	798	243	4
	Total, Unaided ...		6	53	139	192	187·90	146·12	...	...	144	48	...
	GRAND TOTAL ...		23	909	1,812	2,721	2,588·09	2,306·03	386	37	1,781	509	8
ROHILKHAND.	Bijnor ...	Government ...	1	23	105	128	117·	98·	...	...	80	42	6
	Moradabad ...	Government ...	2	53	193	246	216·	183·	...	...	149	97	...
		Aided ...	2	30	170	200	207·	167·	...	41	102	57	...
		Total ...	4	83	[illegible]	446	423·	350·	...	41	251	154	...

FORM No. 4.

Vernacular) for boys for the official year 1882-83.

Number of scholars on 31st March, 1883, learning.						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
194	162	...	...	...	...	640	1,332	...	4,550	...	53	6,575	45 5 6	13 9 7	8	10
121	97	...	...	...	...	...	811	...	318	480	...	1,609	15 2 10	7 10 5	19	12
225	199	...	...	27	...	...	1,474	...	1,040	201	1,031	3,746	20 11 2	8 2 4	18	19
346	296	...	...	27	...	...	2,285	...	1,358	681	1,031	5,355	18 10 6	7 15 5	37	31
101	51	...	...	...	...	...	786	...	263	496	360	1,905	20 4 3	8 5 9	12	11
260	157	...	...	...	...	...	576	...	667	959	733	2,935	14 1 9	2 12 4	18	24
330	183	6	...	31	...	...	2,317	...	654	93	3 467	6,53	23 2 7	8 3 6	23	13
590	340	6	...	31	...	...	2,893	...	1,321	1,052	4,200	9,466	19 5 1	5 14 6	41	37
102	102	...	...	...	...	...	880	...	306	298	...	1,484	15 7 4	9 2 8	18	24
282	282	...	...	...	...	...	370	133	784	506	107	1 900	9 9 6	1 13 11	28	28
120	24	...	7	65	3	245	360	...	994	398	660	2,657	27 15 6	6 5 11	12	12
402	306	...	7	65	3	245	730	133	1,778	904	767	4,557	15 8 10	3 5 3	40	40
966	689	...	...	...	...	...	3,423	133	2,338	2,739	1,200	9,833	14 0 1	4 14 0	95	99
869	568	6	7	123	3	885	5,483	...	7,238	692	5,211	19,509	27 12 0	9 0 11	61	54
1,735	1,257	6	7	123	3	885	8,906	133	9,576	3,431	6,411	29,342	20 14 2	6 15 1	156	153
171	152	...	...	19	...	...	2,000	...	958	231	...	3,189	23 8 1	14 11 10	21	29
85	85	...	...	...	...	...	...	...	124	797	303	1,224	20 5 6	...	...	6
256	237		...	19	...	...	2,000		1,082	1,028	303	4,413	22 8 6	10 3 5	21	35
536	242	...	...	192	76	4,510	2,220	...	3,371	...	..	10,101	22 6 7	12 11 5	131	219
1,244	984	22	...	226	27	11,904	...	857	4,578	775	6,509	24,623	21 11 4	10 7 11	105	113
31	31	...	...	20	...	...	...	520	...	..	...	520	21 11 5	...	1	2
1,811	1,257	22	...	438	103	16,414	2,220	1,377	7,949	775	6,509	35,244	21 14 6	11 9 3	237	334
192	192	...	...	...	...	...	2,564	...	683	138	...	3,385	22 9 1	17 1 6	23	24
48	48	...	...	9	...	...	989	...	136	23	...	1,148	29 10 3	25 8 7	10	12
76	76	...	...	...	...	...	...	...	28	913	120	1,061	17 1 10	...	7	8
124	124	...	...	9	...	...	989	...	164	936	120	2,209	21 14 11	9 13 1	17	20
97	82	...	1	14	..	...	1,358	...	272	...	...	1,630	18 11 0	15 9 1	18	21
96	96	...	...	...	...	...	560	...	504	70	...	1,134	16 1 4	7 15 1	18	20
110	...	...	...	101	...	...	620	...	161	223	270	1,274	13 11 2	6 10 8	13	14
206	96	...	...	101	...	...	1,180	...	665	293	270	2,408	14 11 7	7 2 0	31	34
1,140	812	...	1	234	76	4,510	9,691	...	5,924	462	...	20,587	22 1 1	15 3 7	221	325
1,354	984	22	...	327	27	11,904	620	857	4,739	998	6,779	25,2[illegible]	21 1 8	10 3 3	118	127
192	192	..	...	20	...	...	...	520	152	1,710	423	2,805	19 3 2	...	8	16
2,686	1,988	22	1	581	103	16,414	10,311	1,377	10,815	3,170	7,202	49 289	21 5 6	11 2 5	347	468
128	128	...	...	...	...	...	795	67	382	60	...	1,304	13 4 11	8 1 10	14	32
246	246	...	...	...	...	...	741	695	830	600	...	2,866	15 10 7	4 0 9	38	61
142	168	...	...	38	...	...	848	...	202	480	791	2,32[illegible]	13 1[illegible] 4	5 1 3	10	12
388	414	...	...	38	...	...	1,589	695	1,032	1,080	791	5,187	14 13 1	4 8 8	48	73

SUBSIDIARY

Statistical Return of Primary Schools (English and

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1883. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1883. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Rohilkhand—(concld).	Budaun ...	Government ...	2	28	99	127	128·	114·	...	...	86	41	...
		Aided ...	1	21	15	36	39·	35·	...	3	17	16	...
		Total ...	3	49	114	163	167·	149·	...	3	103	57	...
	Bareilly ...	Government ...	1	26	174	200	178·	156·	...	1	152	47	...
		Aided ...	2	20	183	203	195·	169·	...	...	123	80	...
		Total ...	3	46	357	403	373·	325·	...	1	275	127	...
	Shâhjahânpur,	Government ...	1	14	113	127	127·	113·	...	...	65	62	...
		Aided ...	1	25	127	152	142·	115·	4	139	7	2	...
		Total ...	2	39	240	279	269·	228·	4	139	72	64	...
	Pilibhît ..	Government ...	1	23	37	60	57·	42·	...	1	45	14	...
	Total, Government ...		8	167	721	888	823·	706·	...	2	577	303	6
	Total, Aided ...		6	96	495	591	583·	486·	4	183	249	155	...
	Grand Total ...		14	263	1,216	1,479	1,406·	1,192·	4	185	826	458	6
Allahabad.	Allahabad ...	Government ...	1	102	120	222	210·0	181·0	...	1	169	51	1
		Aided ...	6	156	288	444	438·62	375·85	203	95	110	32	4
		Total ...	7	258	408	666	648·62	556·85	203	96	279	83	5
	Cawnpore ...	Government ...	1	108	161	269	225 66	195·56	1	...	232	36	...
		Aided ...	5	136	257	393	338·55	278 50	92	13	244	40	4
		Total ...	6	244	418	662	564·21	474 06	93	13	476	76	4
	Bánda ...	Government ...	1	33	45	78	75·16	63·78	...	...	46	32	...
	Fatehpur ...	Government ...	1	53	69	122	126·71	97·85	...	...	97	25	...
	Hamírpur ...	Government ...	1	21	33	54	52·63	38·19	...	...	40	14	...
	Jaunpur ..	Government ...	1	44	128	172	151 0	115 0	...	...	101	71	...
		Aided ...	1	26	79	105	119·0	89 0	3	1	84	17	...
		Total ...	2	70	207	277	270 0	204 0	3	1	185	88	...
	Total, Government ...		6	361	556	917	841·16	691·38	1	1	685	229	1
	Total, Aided ...		12	318	624	942	896 17	743 35	298	109	438	89	8
	Grand Total ...		18	679	1,180	1,859	1,737·33	1,434·73	299	110	1,123	318	9
Benares.	Azamgarh ...	Aided ...	1	48	77	125	109·	67·	...	2	96	27	...
	Mirzapur ...	Government ...	1	26	84	110	96·	70·	...	...	96	14	...
		Aided ...	1	37	167	204	183·	127·	...	1	151	52	...
		Unaided ...	1	8	41	49	45·	37·	...	...	48	1	...
		Total ...	3	71	292	363	324·	234·	...	1	295	67	...
	Benares ...	Government ...	1	57	157	214	215·	185·	...	...	177	37	...
		Aided ...	8	335	783	1,118	709·	746·	59	59	767	233	...
		Unaided ...	1	45	73	118	116·	78·	..	...	117	1	...
		Total ...	10	437	1,013	1,450	1,040·	1,009·	59	59	1,061	271	...
	Gházipur ...	Aided ...	3	139	142	281	287·	238·	...	12	204	65	...
		Unaided ...	1	17	18	35	37·	29·	...	...	25	10	...
		Total ...	4	156	160	316	324·	267·	...	12	229	75	...

FORM No. 4.

Vernacular) for boys for the official year 1882-83--(continued).

Number of scholars on 31st March, 1883, learning.						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p	Rs. a. p.		
127	69	...	...	58	...	...	593	...	331	737	...	1,661	14 9 1	5 3 3	18	19
36	36	...	...	...	...	...	180	...	30	120	54	384	10 15 7	5 2 3	4	6
163	105	...	...	58	...	...	773	...	361	857	54	2,045	13 11 7	5 3 0	22	25
200	136	...	...	55	9	...	1,761	...	992	...	...	2,753	17 10 4	11 4 7	16	20
203	144	..	...	59	...	...	1,380	...	405	1,592	45	3,422	20 4 0	8 2 0	20	24
403	280	...	...	114	9	...	3,141	...	1,397	1,592	45	6,175	19 0 0	9 10 7	36	44
127	91	...	...	37	..	...	828	...	501	312	20	1,661	14 11 2	7 5 3	20	23
107	152	...	...	...	...	...	1,160	...	...	...	2,030	3,190	27 11 10	10 1 5	5	12
234	242	..	..	37	...	...	1,988	...	501	312	2,050	4,851	21 4 5	8 11 6	25	35
60	29	...	3	25	3	...	...	...	10	877	...	887	21 1 11	...	1	2
888	698	...	3	175	12	...	4,718	762	3,046	2,586	20	11,132	15 12 3	6 10 11	107	158
488	500	...	...	97	...	...	3,568	...	637	2,192	2,920	9,317	19 2 8	7 5 6	39	54
1,376	1,198	.	3	272	12	...	8,286	762	3,683	4,778	2,940	20,449	17 2 6	6 15 3	146	212
222	120	...	...	70	32	...	1,455	...	1,109	660	...	3,224	17 13 0	8 0 7	22	30
400	315	..	...	10	...	909	3,259	...	2,820	990	3,202	11,180	29 1. 11	11 1 6	46	71
622	435	...	...	80	32	909	4,714	...	3 929	1,650	3,202	14,404	25 13 10	10 1 6	68	101
269	11	...	11	183	64	..	1,533	10	655	...	...	2,198	11 3 10	7 13 5	7	26
380	290	...	...	30	10	976	2,160	...	3,985	240	1,817	9,178	32 15 8	11 4 2	44	40
649	301	...	11	213	74	976	3,693	10	4,640	240	1,817	11,376	23 5 11	9 13 7	51	66
78	29	...	...	40	9	...	1,554	...	238	...	...	1,792	28 1 7	24 5 10	8	16
122	77	...	...	45	...	...	2,180	...	368	76	...	2,624	26 13 1	22 4 6	14	14
54	54	...	...	..	...	...	1,554	...	173	...	...	1,727	41 15 9	40 7 3	5	8
172	15	...	...	157	...	...	693	...	398	66	...	1,157	10 1 0	6 0 5	18	17
105	25	...	...	80	...	...	699	705	202	...	50	1,656	18 9 6	7 13 8	12	18
277	40	...	...	237	...	...	1,392	705	600	66	50	2,813	13 12 8	6 13 2	30	35
917	306	...	11	495	105	...	8,969	10	2,921	802	...	12,722	18 6 5	12 15 7	74	111
885	630	...	...	120	10	1,885	6,118	705	7,007	1,230	5,069	22,014	29 9 9	10 12 3	102	129
1,802	936	...	11	615	115	1,885	15,087	715	9,948	2,032	5,069	34,736	24 3 4	11 13 4	176	240
125	59	...	...	60	6	...	600	...	246	...	354	1,200	17 14 6	8 15 3	30	31
110	50	...	10	42	8	...	1,243	...	578	..	...	1,821	26 0 2	17 12 1	11	14
204	155	...	...	49	...	...	800	...	134	...	430	1,364	10 11 10	6 4 9	13	33
49	13	...	...	36	...	...	...	393	42	...	...	435	11 12 1	...	10	25
363	218	...	10	127	8	..	2,043	393	754	...	430	3,620	15 7 6	8 11 8	34	72
214	157	...	...	38	19	1,571	...	...	1,465	...	...	3,036	16 6 7	9 7 10	80	40
1,118	674	5	...	125	20	1,700	2,134	1,060	3,119	1,300	4,416	13,729	18 6 5	5 2 2	72	148
118	111	...	...	6	1	...	...	...	174	...	707	881	11 4 8	...	...	...
1,450	942	5	...	169	40	3,271	2,134	1,060	4,758	1,300	5,123	17,646	17 7 9	5 5 8	152	188
281	144	...	27	15	24	...	1,139	...	605	136	769	2,649	11 2 1	4 12 6	41	45
35	35	...	...	...	...	...	64	160	3	...	...	227	7 13 2	2 3 3	3	8
316	179	...	27	15	24	...	1,203	160	608	136	769	2,876	10 12 4	4 4 2	44	53

SUBSIDIARY

Statistical Return of Primary Schools (English and

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1883. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1883. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
BENARES—(concld.)	Gorakhpur ...	Aided	1	113	107	220	199·	159·	...	20	154	43	3
	Basti ...	Aided	1	39	44	83	83·	69·	...	...	75	8	...
	Ballia ...	Aided	1	65	104	169	159·	83·	...	...	144	25	...
		Total, Government ...	2	83	241	324	311·	255·	...	...	273	51	...
		Total, Aided ...	16	776	1 424	2,200	1,729·	1,489·	59	94	1,591	453	3
		Total, Unaided ...	3	70	132	202	198·	144·	...	...	190	12	...
		GRAND TOTAL ...	21	929	1,797	2,726	2,238·	1,888·	59	94	2,054	516	3
JHÁNSI.	Jalaun ...	Government ...	3	25	111	136	131·	100·	...	...	82	54	...
	Jhánsi ...	Government ...	1	7	52	59	64·	52·	...	...	46	13	...
		Unaided	1	...	20	20	21·	16·	...	...	20	...	...
		Total ...	2	7	72	79	85·	68·	...	...	66	13	...
	Lalitpur ...	Government ...	1	6	48	54	48·	38·	...	...	35	7	12
		Total, Government ...	5	38	211	249	243·	190·	...	...	163	74	12
		Total, Unaided ...	1	..	20	20	21·	16·	...	...	20	...	...
		GRAND TOTAL ...	6	38	231	269	264·	206·	...	...	183	74	12
KUMAUN.	Kumaun ...	Government ...	1	8	16	24	27·	22·	...	6	18	...	...
		Aided	3	65	371	436	403·	341·	...	17	408	11	...
		Total ...	4	73	387	460	430·	363·	...	23	426	11	...
	Garhwál ...	Aided	1	22	76	98	92·	71·	...	17	79	1	1
		Total, Government ...	1	8	16	24	27·	22·	...	6	18	...	...
		Total, Aided ...	4	87	447	534	495·	412·	...	34	487	12	1
		GRAND TOTAL ...	5	95	463	558	522·	434·	...	40	505	12	1
N.-W. P.	Total, Government Schools		42	1,496	2,912	4,408	4,164·35	3,499·29	72	20	3,227	1,065	24
	Total, Aided Schools		60	1,944	4,586	6,530	5,907·17	5,060·35	889	481	3,959	1,185	16
	Total, Unaided Schools		10	123	291	414	406·90	306·12	...	...	354	60	...
	GRAND TOTAL OF ENGLISH SCHOOLS, NORTH-WESTERN PROVINCES.		112	3,563	7,789	11,352	10,478·42	8,865·76	961	501	7,540	2,310	40
LUCKNOW.	Lucknow ...	Aided	10	334	1,067	1,401	1,344·	1,077·	8	50	925	418	...
		Unaided	2	...	102	102	79·	46·	...	3	81	18	...
		Total ...	12	334	1,169	1,503	1,423·	1,123	8	53	1,006	436	...
	Bara Banki ...	Government ...	3	43	187	230	237·	199·	...	...	182	48	...
	Unao ...	Government ...	2	37	185	222	210·	175·	...	1	135	86	...
SITAPUR.	Sitapur ...	Government ...	5	46	233	279	262·	227·	...	...	184	95	...
		Aided	2	32	166	198	214·	171·	...	1	122	75	...
		Total ...	7	78	399	477	476·	398·	...	1	306	170	...
	Hardoi ...	Government ...	2	47	142	189	178·	150·	...	...	139	50	...
	Khíri ...	Government ...	2	20	65	85	92·	74·	...	3	70	12	...
		Aided	1	8	33	41	38·	28·	...	34	7	...	...
		Total ...	3	28	98	126	130·	102·	...	37	77	12	...

FORM No. 4.

Vernacular) for boys for the official year 1882-83—(continued).

Number of scholars on 31st March, 1883, learning.						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English	Vernacular.	Latin.	Arabic	Persian	Sanskrit.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs a. p	Rs. a. p.		
220	109	...	...	...	5	...	1,000	...	340	...	584	1,924	12 1 7	6 4 7	43	40
83	68	...	...	20	...	...	360	...	118	...	63	541	7 13 5	5 3 5	17	44
169	15	...	...	18	...	...	847	...	275	82	32	1,236	14 14 3	10 3 3	14	22
324	207	...	10	80	27	1,571	1,243	...	2,043	...	...	4,857	19 0 9	11 0 6	91	54
2,200	1,224	5	27	287	55	1,700	6,980	1,060	4,837	1,518	6,648	22,643	15 3 4	5 12 10	230	358
202	159	...	...	42	1	...	64	553	219	...	707	1,543	10 11 5	0 7 1	13	33
2,796	1,590	5	37	409	83	3,271	8,187	1,613	7,099	1,518	7,355	29,043	15 6 2	6 1 1	334	445
124	75	...	...	...	...	...	982	...	184	402	335	1,903	19 0 6	9 13 1	5	5
42	36	...	...	23	...	...	863	...	171	...	1	1,035	19 14 6	16 9 6	3	1
20	...	...	...	...	...	...	...	...	...	...	338	338	21 2 0	...	...	...
62	36	...	...	23	...	...	863	...	171	...	339	1,373	20 3 1	12 11 1	3	1
42	54	...	...	...	...	...	908	...	125	...	...	1,033	27 2 11	23 14 4	...	3
208	165	...	...	23	...	...	2,753	...	480	402	336	3,971	20 14 5	14 7 9	8	9
20	...	...	...	...	..	...	...	...	...	...	338	338	21 2 0	...	...	...
228	165	...	...	23	...	...	2,753	...	480	402	674	4,309	20 14 8	13 5 10	8	9
7	17	...	...	...	...	...	...	...	...	150	...	150	6 13 2	6 13 2	...	2
248	398	...	...	...	30	600	1,630	...	1,119	...	1,330	4,679	13 11 7	6 8 8	16	19
255	415	...	...	...	30	600	1,630	...	1,119	150	1,330	4,829	13 4 10	6 8 10	16	21
71	98	...	...	9	...	...	600	...	108	...	609	1,317	14 4 0	6 10 0	17	20
7	17	...	...	...	...	...	...	...	...	150	...	150	6 13 2	6 13 2	...	2
319	496	...	...	9	30	600	2,230	...	1,227	...	1,939	5,996	14 8 10	6 13 10	33	39
326	513	...	...	9	30	600	2,230	...	1,227	150	1,939	6,146	14 2 7	6 13 10	33	41
4,350	2,894	..	25	1,007	220	6,081	30,797	905	16,772	7,141	1,556	63,252	18 1 3	10 8 7	596	758
6,115	4 402	33	34	963	125	16,974	24,899	2,622	25,685	6,630	28,566	1,05,376	20 13 2	8 4 4	583	761
414	351	..	...	62	1	...	64	1,073	371	1,710	1,468	4,686	15 4 11	0 3 4	21	49
10,879	7,647	33	59	2,032	346	23,055	55,760	4,600	42,828	15,481	31,560	1,73,314	19 8 9	8 14 3	1,200	1,568
1,140	1,231	..	4	309	31	2,142	3,301	1,395	2,580	...	3,698	13,116	12 2 10	5 0 10	42	73
16	63	...	...	24	...	...	...	...	57	...	603	660	14 5 7	..	...	...
1,156	1,294	...	4	333	31	2,142	3,301	1,395	2,637	...	4,301	13,776	12 4 4	4 13 7	42	73
120	161	...	...	77	...	...	508	...	478	240	...	1,226	6 2 7	2 8 10	12	36
148	149	...	...	73	...	...	1,441	...	436	...	...	1,877	10 11 7	8 3 9	9	33
153	161	...	...	165	..	...	1,256	...	506	312	...	2,074	9 2 2	5 8 6	11	47
70	173	...	..	53	8	...	825	..	125	45	947	1,942	11 5 8	4 13 2	2	1
223	334	...	...	218	8	..	2,081	...	631	357	947	4,016	10 1 5	5 3 8	13	46
117	126	..	...	65	...	...	571	...	528	152	...	1,251	8 0 4	3 10 7	16	28
64	65	...	...	53	...	...	685	...	264	...	73	1,022	13 13 0	9 4 1	8	12
23	71	...	...	5	...	...	79	...	...	...	162	241	8 9 8	2 13 2	1	..
87	136	...	...	58	..	...	764	...	264	...	235	1,263	12 6 2	7 7 10	9	12

SUBSIDIARY

Statistical Return of Primary Schools (English and

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1883. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1883. Europeans and Eurasians	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Fyzabad	Fyzabad ...	Government ...	5	93	492	585	545·	461·	...	6	397	171	11
	Gonda ...	Government ...	2	5	143	197	183·	152·	...	...	145	52	...
		Aided	2	47	178	225	257·	173·	...	3	179	43	...
		Total ...	4	101	321	422	440·	325	...	3	324	95	...
	Bahraich ...	Government ...	3	36	175	211	208·	166·	...	1	86	124	...
		Aided	2	25	195	220	202·	152·	...	3	140	77	...
		Total ...	5	61	370	431	410·	318·	...	4	226	201	...
Rae Bareli	Rae Bareli ...	Government ...	4	52	213	265	229·	205·	...	...	164	101	...
	Sultanpur ...	Government ...	2	47	101	148	138	111·	...	...	103	45	...
	Partabgarh ...	Government ...	2	52	100	152	149·	134·	...	...	118	34	...
Oudh.	Total, Government ...		32	527	2,036	2,563	2,431·	2,060·	...	11	1,723	818	11
	Total, Aided ...		17	446	1,639	2,085	2,055·	1,601·	8	91	1,373	613	...
	Total, Unaided ...		2	...	102	102	79·	46·	...	3	81	18	...
	GRAND TOTAL, ENGLISH SCHOOLS, OUDH...		51	973	3,777	4,750	4,565·	3,707·	8	105	3,177	1,449	11
	GRAND TOTAL, ENGLISH SCHOOLS, NORTH-WESTERN PROVINCES AND OUDH.		163	4,536	11,566	16,102	15,043·42	12,572·75	969	606	10,717	3,759	51
		VERNACULAR SCHOOLS.											
Meerut	Dehra Dún ...	Government ...	26	131	647	778	724·	560·	...	3	707	68	...
		Aided	1	...	95	95	21·	19·	...	95	...	...	...
		Total ...	27	131	742	873	745·	579·	...	98	707	68	...
	Saháranpur ...	Government ...	131	499	3,671	4,170	4,103·	3,235·	...	...	2,357	1,813	...
		Aided	2	90	108	198	108·	100·	...	196	2	...	...
		Total ...	133	589	3,779	4,368	4,211·	3,335·	...	196	2,359	1,813	...
	Muzaffarnagar,	Government ...	113	556	3,180	3,736	3,570·	2,749·	...	...	2,606	1,130	...
	Meerut ...	Government ...	182	799	5,098	5,897	5,824·	4,669·	...	...	4,542	1,355	...
	Bulandshahr ...	Government ...	115	864	3,661	4,525	4,427·	3,620·	...	...	3,628	897	...
		Aided	1	14	37	51	50·	30·	...	...	46	5	...
		Total ...	116	878	3,698	4,576	4,477·	3,650	...	...	3,674	902	...
	Aligarh ...	Government ...	186	1,203	4,958	6,161	5,849·	4,713·	...	...	5,582	579	...
	Total. Government ...		753	4,052	21,215	25,267	24,197·	19,546·	...	3	19,422	5,842	...
	Total, Aided ...		4	104	240	344	179·	149·	...	291	48	5	...
	GRAND TOTAL ...		757	4,156	21,455	25,611	24,676·	19,695·	...	294	19,470	5,847	...
Agra.	Muttra ...	Government ...	134	742	4,292	5,034	4,978·29	4,008·98	...	...	4,824	210	...
	Agra ...	Government ...	189	948	3,765	4,713	4,702·17	3,602·28	...	...	4,526	187	...
	Etáwah ...	Government ...	111	757	2,593	3,350	3,310·47	2,568·39	...	7	3,258	85	...
	Etah ...	Government ...	123	865	3,219	4,084	4,212·00	3,255·0	...	...	3,559	525	...
	Mainpuri ...	Government ...	124	540	3,217	3,757	3,652·50	3,081·30	...	...	3,555	202	...
	Farukhabad ...	Government ...	133	1,125	3,346	4,471	4,317·84	3,637·85	...	2	4,210	259	...
		Total ...	814	4,977	20,432	25,409	25,173·27	20,153·80	...	9	23,932	1,468	...

FORM No. 4.

Vernacular) for boys for the official year 1882-83—(continued).

Number of scholars on 31st March, 1883, learning.						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
242	439	...	...	161	...	...	2,872	...	1,044	480	...	4,396	9 8 7	6 3 9	20	54
103	115	...	...	113	...	...	830	24	424	132	...	1,410	9 4 4	5 7 4	16	38
118	246	...	...	...	...	...	808	...	119	...	1,089	2,016	11 10 6	4 10 9	6	8
221	361	...	...	113	...	...	1,638	24	543	132	1,089	3,426	10 8 8	5 0 8	22	46
131	191	...	...	90	...	...	1,407	...	404	240	8	2,059	12 6 6	8 7 8	14	37
65	228	...	...	18	...	...	456	360	69	...	440	1,325	8 11 6	3 0 0	...	20
196	419	...	...	108	...	...	1,863	360	473	240	448	3,384	10 10 3	5 13 9	14	57
155	166	...	...	125	...	...	1,108	...	572	324	...	2,004	9 12 5	5 6 5	...	44
122	123	...	...	67	...	...	827	...	332	120	120	1,399	12 9 8	7 7 3	16	17
108	44	...	...	102	...	...	890	...	486	...	120	1,496	11 2 7	6 10 3	11	31
1,463	1,740	...	...	1,091	...	...	12,395	24	5,474	2,000	321	20,214	9 13 0	6 0 3	133	377
1,416	1,949	..	4	385	39	2,142	5,469	1,755	2,893	45	6,336	18,640	11 10 3	4 12 1	51	102
16	63	...	...	24	...	...	...	...	57	...	603	660	14 5 7	...	...	...
2,895	3,752	...	4	1,500	39	2,142	17,864	1,779	8,424	2,045	7,260	39,514	10 10 6	5 6 4	184	479
13,774	11,399	33	63	3,532	385	25,197	73,624	6,879	51,252	17,526	38,850	2,12,828	16 14 10	7 13 8	1,384	2,047
...	778	...	...	60	...	...	2,880	...	49	434	...	3,363	6 0 1	5 2 1	27	69
...	95	...	...	...	...	...	240	...	14	...	632	886	46 10 1	22 1 8	...	4
...	873	...	...	60	...	...	3,120	...	63	434	632	4,249	7 5 5	5 6 3	27	73
...	4,170	...	...	...	...	...	11,693	...	296	658	125	12,772	3 15 2	3 9 10	51	294
76	198	...	...	...	...	...	1,860	...	10	...	2,400	4,270	42 11 2	18 9 7	...	9
76	4,368	...	...	...	...	...	13,553	...	306	658	2,525	17,042	5 11 9	4 1 0	51	303
...	3,736	...	...	1,524	18	...	11,536	...	403	145	...	12,084	4 6 4	4 3 1	89	268
...	5,897	...	...	...	...	...	18,873	...	741	908	...	20,522	4 6 4	4 0 8	99	339
...	4,525	...	...	283	...	...	18,327	...	487	957	499	20,270	5 9 7	5 1 0	90	318
11	51	...	...	10	...	...	60	...	32	...	429	521	17 5 10	20 0 0	1	...
11	4,576	...	...	293	...	...	18,387	...	519	957	928	20,791	5 11 2	5 0 7	91	318
...	6,161	...	...	...	...	...	21,605	...	483	682	...	22,770	4 13 4	4 9 4	160	470
...	25,267	...	...	1,867	18	...	84,914	...	2,459	3,784	624	91,781	4 11 1	4 5 6	516	1,758
87	344	...	...	10	...	...	2,160	...	56	...	3,461	5,677	38 1 8	14 7 11	1	13
87	25,611	...	...	1,877	18	...	87,074	...	2,515	3,784	4,085	97,458	4 15 2	4 6 9	517	1,771
...	5,034	...	...	...	...	...	15,673	...	393	473	...	16,539	4 2 0	3 14 7	45	274
...	4,713	...	...	30	...	...	17,277	66	258	235	...	17,836	4 15 3	4 12 9	86	289
...	3,350	...	...	...	...	...	10,560	...	266	513	...	11,339	4 6 8	4 1 9	149	315
...	4,084	...	...	182	...	...	10,490	180	75	768	...	11,513	3 8 7	3 3 7	116	437
...	3,757	...	...	...	...	...	11,777	90	504	96	...	12,467	4 0 8	3 13 1	55	356
...	4,471	...	...	...	...	...	13,856	...	186	208	...	14,250	3 14 8	3 13 0	206	515
...	25,409	...	...	212	...	...	79,633	336	1,682	2,293	...	83,944	4 2 8	3 15 4	657	2,186

SUBSIDIARY

Statistical Return of Primary Schools (English and

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1883. In upper division	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1883. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Rohilkhand.	Bijnor ...	Government ...	106	677	2,949	3,626	3,475·	3,002·	...	...	2,133	1,493	...
		Aided	1	27	68	95	100·	95·	...	...	48	47	...
		Total ...	107	704	3,017	3,721	3,575·	3,097·	...	...	2,181	1,540	...
	Moradabad ...	Government ...	127	454	3,511	3,965	3,658·	2,971·	...	1	2,515	1,441	8
		Aided	2	20	159	179	172?	146·	...	6	134	39	...
		Total ...	129	474	3,670	4,144	3,830·	3,117·	...	7	2,649	1,480	8
	Budaun ...	Government ...	111	651	2,755	3,406	3,428·	2,759·	...	...	2,485	921	...
		Aided	1	6	36	42	47·	41·	...	12	9	21	...
		Unaided	11	6	56	62	62·	62·	...	6	36	20	...
		Total ...	123	663	2,847	3,510	3,537·	2,862·	...	18	2,530	962	...
	Bareilly ...	Government ...	115	564	3,665	4,229	4,043·	3,135·	...	...	3,000	1,229	...
		Aided	1	7	39	46	45·	39·	...	4	35	7	...
		Unaided	2	4	39	43	44·	41·	...	...	17	26	...
		Total ...	118	575	3,743	4,318	4,132·	3,215·	...	4	3,052	1,262	...
	Pilibhít ...	Government ...	62	324	1,885	2,209	2,159	1,825·	...	...	1,571	638	...
	Shâhjahânpur,	Government ...	113	295	3,455	3,750	3,576·	2,863·	...	...	3,242	508	...
		Aided	2	23	119	142	134·	97·	...	12	104	...	26
		Total ...	115	318	3,574	3,892	3,710·	2,960·	...	12	3,346	508	26
	Total, Government ...		634	2,965	18,220	21,185	20,339·	16,555·	...	1	14,946	6,230	8
	Total, Aided ...		7	83	421	504	498·	418·	..	34	330	114	26
	Total, Unaided ...		13	10	95	105	106·	103·	...	6	53	46	...
	GRAND TOTAL ...		654	3,058	18,736	21,794	20,943·	17,076·	...	41	15,329	6,390	34
Allahabad.	Allahabad ...	Government ...	131	835	2,981	3,816	3,469·	3,034·	...	...	2,384	1,432	...
	Cawnpore ...	Government ...	178	1,305	4,649	5,954	4,831·30	5,997·89	...	...	5,773	181	...
	Bánda ...	Government ...	126	763	3,240	4,603	3,579·	3,370·	...	...	3,756	247	...
	Fatehpur ...	Government ...	93	370	3,264	3,634	3,302·03	2,704·95	...	..	3,251	383	...
	Hamírpur ...	Government ...	65	723	2,241	2,964	3,134·	2,447·	...	...	2,702	262	...
	Jaunpur ...	Government ...	114	911	3,560	4,471	4,379·	3,578·	...	...	4,127	344	...
		Total ...	707	4,907	19,935	24,842	22,694·33	21,131·84	...	...	21,993	2,849	...
Benares.	Azamgarh ...	Government ...	143	1,054	5,054	6,108	6,048·	5,000·	...	...	5,289	815	4
		Aided	3	...	93	93	88·	74	...	...	76	17	...
		Total ...	146	1,054	5,147	6,201	6,136·	5,074·	...	...	5,365	832	4
	Mirzapur ...	Government ...	122	606	3,489	4,095	4,007·	3,714·	...	...	3,780	307	8
		Aided	8	40	147	187	181·	133·	3	10	166	8	...
		Total ...	130	646	3,636	4,282	4,188·	3,847·	3	10	3,946	315	8
	Benares ...	Government ...	100	578	3,170	3,748	3,622·	2,692·	...	...	3,589	159	...
		Aided	3	...	94	94	91·	78·	...	20	70	4	...
		Total ...	103	578	3,264	3,842	3,713·	2,770·	...	20	3,659	163	...
	Gházipur ...	Government ...	117	733	3,783	4,516	3,705·	3,871·	...	...	3,940	576	...
		Aided	2	37	48	85	80·	64·	...	7	54	24	...
		Total ...	119	770	3,831	4,601	3,785·	3,935·	...	7	3,994	600	...
	Gorakhpur ...	Government ...	186	1,419	6,274	7,693	7,559·	6,031·	...	...	7,296	397	...
		Aided	9	...	464	464	504·	336·	...	70	332	61	1
		Total ...	195	1,419	6,738	8,157	8,063·	6,367·	...	70	7,628	458	1

FORM No. 4.

Vernacular) for boys for the official year 1882-83—(continued).

Number of scholars on 31st March, 1883, learning.						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from Provincial Revenues	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
...	3,626	...	...	1,573	...	...	12,111	...	305	341	...	12,757	4 4 0	4 0 7	237	467
...	95	...	...	50	...	...	174	302	50	...	...	526	5 8 7	1 13 4	5	13
...	3,721	...	...	1,623	...	...	12,285	302	355	341	..	13,283	4 4 7	3 15 6	242	480
...	3,955	...	25	384	16	...	13,594	...	287	1,031	156	15,068	5 1 2	4 9 3	133	482
...	179	...	...	70	...	...	204	...	81	...	236	521	3 9 1	1 6 4	2	12
...	4,134	...	25	454	16	...	13,798	...	368	1,031	392	15,589	5 0 0	4 6 10	135	494
...	3.406	...	...	966	...	...	11,085	...	349	453	...	11,887	4 4 11	4 0 3	122	217
...	42	...	...	...	...	...	120	...	46	...	78	244	5 15 3	2 14 10	2	6
...	62	...	...	...	...	...	190	...	...	...	...	190	3 1 0	3 1 0	1	8
...	3,510	...	...	966	...	...	11,395	...	395	453	78	12,321	4 4 11	3 15 8	125	231
...	4,229	...	...	1,365	...	...	12,742	...	114	...	...	12,856	4 1 7	4 1 0	114	258
...	42	...	...	3	...	...	60	...	17	...	118	195	5 0 0	1 8 7	5	11
...	43	..	...	34	...	...	...	346	...	...	83	429	10 7 5	...	1	4
...	4,314	...	...	1,402	...	...	12,802	346	131	...	201	13,480	4 3 1	3 15 9	120	273
...	2,122	...	17	476	27	...	6,013	...	60	1,357	...	7,430	4 1 2	3 4 9	69	208
...	3,750	...	...	130	46	...	11,970	..	286	1,722	72	14,050	4 14 6	4 2 11	111	412
...	142	...	...	...	...	...	192	192	16	...	248	648	6 10 11	1 15 8	2	6
...	3,892	..	...	130	46	...	12,162	192	302	1,722	320	14,698	4 15 5	4 1 9	113	418
...	21,088	...	42	4.894	89	...	67,515	...	1,401	4,904	228	74,048	4 7 7	4 1 3	786	2,044
...	500	...	...	123	...	...	750	494	210	...	680	2,134	5 1 8	1 12 8	16	48
...	105	...	...	34	...	...	190	346	...	...	83	619	6 0 2	1 13 6	2	12
...	21,693	...	42	5,051	89	...	68,455	840	1,611	4,904	991	76,801	4 8 0	4 0 2	804	2,104
...	3,816	...	...	...	...	...	16,326	...	...	...	...	16,326	5 6 1	5 6 1	275	410
...	5,954	...	...	...	...	...	22,329	...	...	720	...	23,049	3 13 6	3 11 7	220	557
...	4,003	...	...	...	...	...	15,366	...	207	389	...	15,962	4 11 9	4 8 11	23	521
...	3,634	...	...	...	...	...	14,093	...	64	...	...	14,157	5 3 9	5 3 4	87	275
...	2,964	...	...	...	..	...	8,582	...	74	...	...	8,656	3 8 7	3 8 2	27	238
...	4,471	...	...	162	...	...	12,176	...	227	548	...	12,951	3 9 11	3 6 5	135	368
...	24,842	...	...	162	...	...	88,872	...	572	1,657	...	91,101	4 5 0	4 3 3	767	2,369
...	6,108	...	5	461	...	...	15,018	...	..	132	...	15,150	3 0 5	3 0 0	196	292
...	93	...	...	15	...	...	180	...	60	...	170	410	5 8 7	2 6 11	2	18
...	6,201	...	5	476	...	...	15,198	...	60	132	170	15'560	3 1 0	2 15 11	198	310
...	4,005	...	20	90	25	...	9,862	1,974	116	731	...	12,683	3 6 7	2 10 5	194	209
...	187	...	...	34	25	...	328	73	91	...	436	928	6 15 7	2 7 5	...	...
...	4,282	...	20	124	50	...	10,190	2,047	207	731	436	13,611	3 8 7	2 10 4	194	209
...	3,748	...	...	...	...	...	8,899	...	34	855	...	9,788	3 10 2	3 4 10	75	134
...	94	...	...	4	...	...	877	60	...	...	...	937	12 0 2	11 3 10	...	...
...	3,842	...	..	4	...	...	9,776	60	34	855	...	10,725	3 13 11	3 8 5	75	134
...	4,516	...	...	78	...	...	11,578	...	87	212	...	11,877	3 1 1	2 15 10	298	345
...	85	...	9	41	...	...	357	...	59	67	386	869	13 9 3	5 9 3	9	13
...	4,604	...	9	119	...	...	11,935	...	146	279	386	12,746	3 3 9	3 0 6	307	358
...	7,693	...	...	84	...	...	17,061	...	117	375	...	17,553	2 14 6	2 13	521	671
...	464	...	...	16	...	...	768	...	212	600	583	2,163	6 7 0	2 14 6	...	....
...	8,157	...	...	100	...	...	17,829	...	329	975	583	19,716	3 1 6	2 12 9	521	671

SUBSIDIARY

Statistical Return of Primary Schools (English and

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1883. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1883. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Benares—(concluded).	Basti ...	Government ...	135	664	4,763	5,427	5,050·	4,672·	...	...	5,048	379	..
	Ballia ...	Ditto ...	85	499	3,206	3,705	3,054·	2,953·	...	...	3,375	330	...
	Total, Government ...		888	5,553	29,739	35,292	33,045·	28,938·	...	...	32,317	2,963	12
	Total, Aided ...		25	77	846	923	944·	685·	3	107	698	114	1
	Grand Total ...		913	5,630	30,585	36,215	33,989·	29,618·	3	107	33,015	3,077	13
Jhánsi.	Jalaun ...	Government ...	80	270	1,993	2,263	2,241·	1,821·	...	...	2,148	115	...
		Unaided ...	4	5	105	110	104·	86·	...	...	105	5	...
		Total ...	84	275	2,098	2,373	2,345·	1,907·	...	...	2,253	120	...
	Jhánsi ...	Government ...	54	186	1,622	1,808	1,759·	1,365·	...	...	1,781	77	...
		Unaided ...	3	...	70	70	65·	58·	...	...	69	1	...
		Total ...	57	186	1,692	1,878	1,824·	1,423·	...	...	1,800	78	...
	Lalitpur ...	Government ...	22	103	639	742	758·	597·	...	...	719	23	...
	Total, Government ...		156	559	4,254	4,813	4,758·	3,783·	...	...	4,598	215	...
	Total, Unaided ...		7	5	175	180	169·	144·		...	174	6	...
	Grand Total ...		163	564	4,429	4,993	4,927·	3,927·	...	...	4,772	221	...
Kumaun.	Kumaun ...	Government ...	107	846	4,832	5,678	5,342·	3,192·	...	...	5,652	10	16
		Aided ...	14	42	663	705	638·	466·	...	1	690	14	...
		Total ...	121	888	5,495	6,383	5,980·	3,658·	...	1	6,342	24	16
	Garhwál ...	Government ...	53	283	2,651	2,934	2,536·	1,779·	...	...	2,886	...	48
		Aided ...	1	10	92	102	78·	54·	...	2	96	3	1
		Total ...	54	293	2,743	3,036	2,614·	1,833·	...	2	2,982	3	49
	Taráí ...	Government ...	12	111	335	446	430·	347·	...	...	400	46	...
	Total, Government ...		172	1,240	7,818	9,058	8,308·	5,318·	...	...	8,938	56	64
	Total, Aided ...		15	52	755	807	716·	520·	...	3	786	17	1
	Grand Total ...		187	1,292	8,573	9,865	9,024·	5,838·	...	3	9,724	73	65
N.-W. P.	Total, Government Schools ...		4,134	24,253	121,613	145,866	138,814·6	115,420·64	...	13	126,146	19,623	84
	Total, Aided Schools ...		51	316	2,262	2,578	2,337·	1,772·	3	435	1,862	250	28
	Total, Unaided Schools ...		20	15	270	285	275·	247·	...	6	227	52	...
	Grand Total of Vernacular Schools, N.-W. Provinces.		4,195	24,584	124,145	148,729	141,426·6	117,439·64	3	454	128,235	19,925	112
	Grand Total of English and Vernacular Schools, N.-W. P.		4,307	28,147	131,934	160,081	151,905·02	126,305·4	964	955	135,775	22,235	152
Lucknow.	Lucknow ...	Government ...	75	449	2,177	2,626	2,628·	2,002·	...	...	1,935	691	...
	Bara Banki ...	Ditto ...	132	856	4,684	5,540	5,132·	4,097·	..	...	3,537	2,003	...
	Unao ...	Ditto ...	109	624	3,523	4,147	4,144·	3,298·	...	...	3,631	516	...

FORM No. 4.

Vernacular) for boys for the official year 1882-83—(continued).

Number of scholars on 31st March, 1883, learning.						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	9e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p		
...	5,427	...	...	71	...	...	12,066	...	31	...	...	12,097	2 9 5	2 9 3	94	310
...	3,705	...	...	175	...	...	8,611	...	...	...	...	8,611	2 14 7	2 14 7	60	288
...	35,292	...	25	959	25	...	83,095	1,974	385	2,305	...	87,759	3 0 6	2 13 11	1,438	2,249
...	923	...	9	110	25	...	2,510	133	422	667	1,575	5,307	7 11 11	3 10 7	11	31
...	36,215	...	34	1,069	50	...	85,605	2,107	807	2,972	1,575	93,066	3 2 3	2 14 2	1,449	2,280
...	2,263	...	...	...	...	...	8,661	...	209	292	...	9,162	5 0 6	4 12 1	47	122
...	110	...	...	...	...	...	...	...	...	...	392	392	4 8 11	...	...	6
...	2,373	...	...	...	...	...	8,661	...	209	292	392	9,554	5 0 2	4 8 8	47	128
...	1,791	...	...	17	...	...	5,311	...	373	196	84	5,964	4 5 11	3 14 3	38	82
...	70	...	...	...	...	...	...	...	...	...	378	378	6 8 3	...	...	4
...	1,861	...	...	17	...	...	5,311	...	373	196	462	6,342	4 7 4	3 11 9	38	86
...	742	...	...	...	...	...	1,761	107	95	134	...	2,097	3 8 2	2 15 2	19	42
...	4,796	...	...	17	...	...	15,733	107	677	622	84	17,223	4 8 10	4 2 6	104	246
...	180	...	...	...	...	...	...	...	...	...	770	770	5 5 6	...	...	10
...	4,976	...	...	17	...	...	15,733	107	677	622	854	17,993	4 9 4	4 0 1	104	256
...	5,678	...	...	...	...	...	7,752	...	...	...	...	7,752	2 6 10	2 6 10	68	116
...	648	...	...	...	57	280	1,120	394	170	...	1,009	2,973	6 6 1	3 0 1	11	17
...	6,326	...	...	...	57	280	8,872	394	170	...	1,009	10,725	2 14 9	2 8 0	79	133
...	2,893	...	...	...	41	...	4,099	...	...	...	...	4,099	2 4 10	2 4 10	37	68
27	102	...	...	...	...	...	400	...	22	...	130	8,522	10 3 7	7 6 6	5	8
27	2,995	...	...	...	41	...	4,499	...	22	...	130	4,651	2 8 7	2 8 4	42	76
...	367	...	...	79	...	...	1,135	...	37	131	...	1,303	3 12 1	3 10 4	4	9
...	8,938	...	...	79	41	...	12,986	...	37	131	...	13,154	2 7 9	2 7 8	109	193
27	750	...	...	...	57	280	1,520	394	192	...	1,139	3,525	6 12 5	3 7 5	16	25
27	9,688	...	...	79	98	280	14,506	394	229	131	1,139	16,679	2 13 10	2 8 10	125	218
...	145,632	...	67	8,190	173	...	4,32,748	2,417	7,213	15,696	936	4,59,010	3 15 7	3 11 1	4,377	11,045
114	2,517	...	9	243	82	280	6,940	1,021	880	667	6,855	16,643	9 6 3	4 1 2	44	117
...	285	...	...	34	...	...	190	346	...	...	853	1,389	5 9 11	0 12 3	2	22
114	148,434	...	76	8,467	255	280	4,39 878	3,784	8,093	16,363	8,644	4,77,042	4 0 11	3 10 2	4,423	11,184
10,993	156,081	33	135	10,499	601	23,335	4,95,638	8,384	50,921	31,844	40,234	6,50,356	5 2 4	4 1 9	5,623	12,732
...	2,729	...	26	290	...	...	8,832	...	875	1,228	150	11,085	5 8 7	4 6 7	1[illegible]	271
...	5,499	...	...	1,107	...	...	16,265	...	1,480	...	...	17,745	4 5 4	3 15 6	288	432
...	4,337	...	...	104	...	...	13,323	...	1,406	48	199	14,976	4 8 8	4 0 5	151	252

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Statistical Return of Primary Schools (English and

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1883. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1883. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Sitapur	Sitapur ...	Government ...	118	786	3,570	4,356	4,419·	3,275·	...	...	3,656	696	4
		Aided ...	1	8	61	69	74·	51·	...	...	59	10	...
		Unaided ...	5	...	103	103	113·	91·	...	...	39	62	2
		Total ...	124	794	3,734	4,528	4,606·	3,417·	...	...	3,754	768	6
	Hardoi ...	Government ...	134	749	3,982	4,731	4,731·	3,936·	...	1	4,005	725	...
	Kheri ...	Government ...	73	307	2,380	2,687	2,682·	2,182·	...	...	2,123	564	...
Fyzabad	Fyzabad ...	Government ...	76	731	2,383	3,114	3,184·	2,392·	...	...	2,429	685	...
	Gonda ...	Government ...	106	687	2,819	3,506	3,393·	2,771·	...	...	2,843	663	...
		Aided ...	5	...	137	137	162·	99·	...	2	107	28	...
		Unaided ...	3	...	127	127	156·	103·	...	2	113	12	...
		Total ...	114	687	3,083	3,770	3,711·	2,973·	...	4	3,063	703	...
	Bahraich ...	Government ...	78	675	2,950	3,625	3,579·	2,672·	...	...	2,847	777	1
Rae Bareli	Rae Bareli ...	Government ...	118	1,209	4,053	5,262	5,078·	4,176·	...	...	4,333	929	...
	Sultanpur ...	Government ...	89	731	2,837	3,568	3,358·	2,667·	...	...	2,836	732	...
	Partabgarh ...	Government ...	80	967	2,165	3,132	2,900·	2,357·	...	...	2,424	708	...
		Aided ...	2	8	49	57	63·	44·	...	...	37	20	...
		Unaided ...	1	20	20	40	40·	29·	...	...	39	1	...
		Total ...	83	995	2,234	3,229	3,003·	2,430·	...	...	2,500	729	...
		Total, Government ...	1,188	8,771	37,523	46,294	45,228·	35,825·	...	1	36,599	9,689	5
		Total, Aided ...	8	16	247	263	299·	194·	...	2	203	58	...
		Total, Unaided ...	9	20	250	270	309·	223·	...	2	191	75	2
	Total, Vernacular Schools, Oudh ...		1,205	8,807	38,020	46,827	45,836·	36,242·	...	5	36,993	9,822	7
	Grand Total, English and Vernacular Schools, Oudh.		1,256	9,780	41,797	51,577	50,401·	39,949·	8	110	40,170	11,271	18
	Great Grand Total of English and Vernacular Schools, N.-W. P. and Oudh.		5,563	37,927	173,731	211,658	202,306·02	166,254·4	972	1,065	175,945	33,506	170

FORM No. 4.

Vernacular) for boys for the official year 1882-83—(concluded).

Number of scholars on 31st March, 1883, learning.						*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Sanskrit.	Grants from Provincial Revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper division.	Lower division.
8a	8b	8c	8d	8e	8f	9a	9b	9c	9d	8e	9f	9	10	11	12	13
						Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.		
...	4,616	...	...	208	1	...	12,915	...	931	...	...	13,846	4 3 8	3 15 1	197	247
...	69	...	...	2	...	...	180	...	30	...	270	480	9 6 7	3 8 6	...	5
...	114	...	...	6	...	...	...	...	20	...	291	311	3 6 7	...	...	1
...	4,799	...	...	216	1	...	13,095	...	981	...	561	14,637	4 4 6	3 13 4	197	253
...	5,074	...	...	155	8	...	13,595	...	1,989	102	27	15,713	3 15 10	3 7 3	133	347
...	2,998	...	...	88	...	...	7,299	...	652	...	726	8,677	3 15 7	3 5 6	119	141
...	3,196	...	...	198	...	300	8,850	...	666	...	...	9,816	4 1 8	3 13 2	258	344
...	3,542	...	...	169	...	...	11,211	...	1,062	120	9	12,402	4 7 7	4 0 9	215	286
...	137	...	...	...	...	...	194	...	28	...	288	510	5 2 4	1 15 4	2	6
...	127	...	...	...	...	...	...	...	...	...	384	384	3 11 8	...	...	...
...	3,806	...	...	169	...	...	11,405	...	1,090	120	681	13,296	4 7 7	3 13 4	217	292
...	4,231	...	...	108	...	...	9,032	...	1,120	136	11	10,299	3 13 8	3 6 1	287	270
...	5,255	...	...	197	...	...	13,588	...	1,239	...	...	14,827	3 8 10	3 4 1	243	410
...	3,594	...	...	176	...	...	9,625	...	870	...	...	10,495	3 14 11	3 9 9	247	288
...	3,069	...	...	199	...	...	8,972	...	435	...	127	9,534	4 0 9	3 12 11	325	311
...	59	...	...	...	...	...	49	...	...	...	49	98	2 3 10	1 1 11	6	1
...	31	...	...	3	12	...	...	581	23	...	...	604	20 13 5	...	4	2
...	3,149	...	...	202	12	...	9,021	581	458	...	176	10,236	4 3 5	3 11 5	335	314
...	48,130	...	26	2,999	9	300	1,33 507	...	12,725	1,334	1,249	1,49,415	4 2 9	3 11 9	2,654	3,639
...	265	...	...	2	...	...	423	...	58	...	607	1,088	5 9 9	2 2 11	8	12
...	272	...	...	9	12	...	...	581	43	...	675	1,299	5 13 2	...	4	3
...	48,667	...	26	3,010	21	300	1,33 930	581	12,826	1,634	2,531	1,51,802	4 3 0	3 11 3	2,666	3,654
2,895	52,419	...	30	4,510	60	2,442	1,51,794	2,360	21,250	3,679	9,791	1,91,316	4 12 7	3 13 9	2,850	4,13
13,888	208,500	33	165	15,009	661	25,777	6,47,432	10,744	72,171	35,523	50,025	8,41,672	5 1 0	4 0 9	8,473	16,885

R. T. H. GRIFFITH,

Director of Public Instruction, N.-W. Provinces and Oudh.

SUBSIDIARY

Statistical Return of Female Primary Schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1883. In upper division.	In lower division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1883. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
		ENGLISH SCHOOLS.											
N.-W. PROVINCES.	Dehra Dún ...	Aided	2	47	138	185	185·	181·	58	127	...	...	...
	Agra ...	Do.	4	73	232	305	302·5	289·63	127	178	...	...	...
	Moradabad ...	Do.	1	30	67	97	110.	103·	...	97	...	...	...
	Bareilly ...	Do.	1	37	217	254	254	254·	...	253	1	...	...
	Budaun ...	Do.	1	17	43	60	62	54·	...	60	...	...	...
	Allahabad ...	Do.	3	51	48	99	90·	82·	96	3	...	...	...
	Benares ...	Do.	2	...	53	53	56·	52·	6	47	...	...	...
		Total, Aided Schools, North-Western Provinces	14	255	798	1,053	1,059·5	1,015·63	287	765	1	...	...
OUDH.	Lucknow ...	Aided	5	...	444	444	443·	320·	76	72	162	134	...
	Sitapur ...	Unaided	1	...	20	20	20·	20·	...	20	...	...	...
	Kheri ...	Aided	1	...	29	29	27·	23·	...	29	...	...	...
		Total, Aided ...	6	...	473	473	470·	343·	76	101	162	134	...
		Total, Unaided ...	1	...	20	20	20·	20·	...	20	...	...	...
		Total, English Schools, Oudh,	7	...	493	493	490·	363·	76	121	162	134	...
	North-Western Provinces and Oudh.	Total, Aided Schools ...	20	255	1,271	1,526	1,529·5	1,358·63	363	866	163	134	...
		Total, Unaided Schools ...	1	...	20	20	20·	20·	...	20	..	...	...
	GRAND TOTAL, ENGLISH SCHOOLS, NORTH-WESTERN PROVINCES AND OUDH.		21	255	1,291	1,546	1,549·5	1,378·63	363	886	163	134	...
		VERNACULAR SCHOOLS.											
MEERUT.	Saháranpur ...	Government	2	...	37	37	35·	30·	...	...	37	...	...
		Aided	7	...	130	130	147·	98·	...	...	...	130	...
		Unaided	6	...	144	144	172·	157·	...	...	144	...	...
		Total ...	15	..	311	311	354·	285	...	..	181	130	...
	Muzaffarnagar ...	Government	1	...	15	15	15	11·	...	...	.	15	...
	Meerut ...	Ditto	2	...	46	46	45·	36·	...	...	46	...	...
		Aided	2	...	95	95	139·	84·	...	19	76	...	...
		Total ...	4	...	141	141	184·	120·	...	19	122	...	...
	Bulandshahr ...	Government	4	3	92	95	97·	83·	...	..	95	...	...
	Aligarh ...	Ditto	10	5	190	195	207·	148·	...	..	195	...	...
		Total, Government ...	19	8	380	388	399·	308·	...	...	373	15	...
		Total, Aided	9	...	225	225	286·	182·	...	19	76	130	...
		Total, Unaided	6	...	144	144	172·	157·	...	...	144	...	...
		GRAND TOTAL ...	34	8	749	757	857·	647·	...	19	593	145	...
AGRA.	Muttra ...	Government	6	...	131	131	134·61	100·83	...	...	130	1	...
	Agra ...	Ditto	6	7	130	137	118·18	102·83	...	...	135	2	...
		Aided	5	10	314	324	312·4	262·0	...	195	81	48	...
		Total ...	11	17	444	461	430·58	364·83	...	195	216	50	...
	Etáwah ...	Government	5	2	102	104	104·66	79·02	...	...	100	4	...
	Etah ...	Ditto	7	32	145	177	179·0	142·0	...	...	174	3	...
	Mainpuri ...	Ditto	4	3	90	93	83·3	67·0	...	...	91	2	...
		Aided	3	...	64	64	63·4	49·2	...	...	64	...	...
		Total ..	7	3	154	157	146·7	116·2	...	...	155	2	...

FORM No. 5.

and Vernacular), for the official year 1882-83.

Number of scholars on 31st March 1883, *learning*					*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper primary school examination.	Lower primary school examination.
8a	8b	8c	8d	8e	9a	9b	9c	9d	9e	9f	9	10	11	12	13
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
185	135	...	...	...	300	1,723	...	8,481	...	9,104	19,608	108 5 4	11 2 10	9	7
305	178	...	...	...	7,480	...	...	8,326	...	1,992	17,798	61 7 2	25 13 2	17	34
47	97	...	...	30	...	480	...	...	...	1,100	1,580	15 5 5	4 10 7	...	22
115	217	...	...	37	...	1,200	...	...	...	2,671	3,871	15 3 10	4 11 7	15	39
32	28	...	...	...	...	420	...	31	...	857	1,308	24 3 7	7 12 5	4	8
99	37	39	...	...	3,019	150	...	6,522	102	79	9,872	120 6 3	38 10 4	28	27
53	50	...	...	...	...	504	95	...	...	1,520	2,119	40 12 0	9 11 0	...	...
836	742	39	...	67	10,799	4,477	95	23,360	102	17,323	56,156	55 4 8	15 0 7	73	137
210	390	...	30	13	725	2,886	949	2,603	...	2,451	9,614	30 0 8	11 4 6	34	52
5	40	...	...	2	...	...	...	50	...	250	300	15 0 0	...	...	...
12	58	...	...	...	...	79	...	...	...	162	241	10 7 8	3 6 11	..	1
222	448	...	30	13	725	2,965	949	2,603	...	2,613	9,855	28 11 8	10 12 1	34	53
5	40	...	...	2	...	...	...	50	...	250	300	15 0 0	...	...	...
227	488	...	30	15	725	2,965	949	2,653	...	2,863	10,155	27 15 7	10 2 8	34	53
1,058	2,190	39	30	80	11,524	7,442	1,044	25,963	102	19,936	66,011	48 9 5	13 15 4	107	190
5	40	...	...	2	...	...	...	50	...	250	300	15 0 0	...	...	...
1,063	1,230	39	30	82	11,524	7,442	1,044	26,013	102	20,186	66,311	48 1 7	13 12 1	107	190
...	37	...	...	...	...	192	...	...	...	...	192	6 6 5	6 6 5	...	2
...	130	...	...	...	...	420	...	...	...	1,318	1,738	17 11 9	4 4 7	...	...
...	144	...	...	...	...	...	...	...	300	757	1,057	6 11 9	...	...	...
...	311	...	...	...	...	612	...	...	300	2,075	2,987	10 7 8	2 2 4	...	2
...	15	...	...	...	...	99	...	...	...	...	99	9 0 0	9 0 0	...	...
...	46	...	...	...	...	168	...	...	...	...	168	4 10 8	4 10 8	...	...
...	95	...	...	...	...	264	...	4	..	1,067	1,335	15 14 3	3 2 3	...	2
...	141	...	...	...	...	432	...	4	...	1,067	1,503	12 8 5	3 9 7	...	2
...	95	...	...	...	...	358	...	...	196	3	557	6 11 4	4 5 0	...	...
...	195	...	...	...	...	937	...	...	...	...	937	6 5 4	6 5 4	...	10
...	388	...	...	...	...	1,754	...	...	196	3	1,953	6 5 5	5 11 1	...	12
...	225	...	...	...	...	684	...	4	...	2,385	3,073	16 14 2	3 12 2	...	2
...	144	...	...	...	...	...	...	...	300	757	1,057	6 11 9	...	...	...
...	757	...	...	...	...	2,438	...	4	496	3,145	6,083	9 6 5	3 12 4	...	14
...	131	...	...	...	...	406	...	...	...	..	406	4 0 5	4 0 5	...	...
...	137	...	...	...	...	372	...	...	...	...	372	3 9 11	3 9 11	...	13
...	324	...	...	...	...	1,492	...	...	...	3,396	4,888	18 10 8	5 11 1	4	14
...	461	...	...	...	...	1,864	...	...	...	3,396	5,260	14 6 8	5 [illegible]	4	27
...	104	...	...	...	...	311	...	...	...	...	311	3 15 0	3 15 0	...	2
...	177	...	...	...	...	404	...	...	36	48	488	3 7 0	2 13 6	...	[illegible]
...	93	...	...	...	...	310	...	...	...	...	310	4 10 0	4 10 0	1	2
...	64	...	...	...	...	108	108	...	...	...	216	4 6 2	2 3 1	...	2
...	157	...	...	...	...	418	108	...	...	...	526	4 8 5	3 9 7	1	4

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Statistical Return of Female Primary Schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1883. In Upper Division.	In Lower Division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1883. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
AGRA.	Farukhabad ...	Government	6	6	134	140	140·65	115·84	...	...	139	1	...
		Aided	9	60	163	223	235 0	197·0	...	68	160	...	...
		Total ...	15	66	297	363	375 65	312·84	...	63	299	1	...
		Total, Government ...	34	50	732	782	760·40	607 52	...	..	769	13	...
		Total, Aided ...	17	70	541	611	610 8	508 2	...	258	305	48	...
		GRAND TOTAL ...	51	120	1,273	1,393	1,371·20	1,115·72	...	258	1,074	61	...
ROHILKHAND.	Bijnor ...	Government	3	...	79	79	69·	58·	...	...	...	79	...
		Aided	6	...	152	152	149·	126·	...	...	...	152	...
		Total ...	9	...	231	231	218·	184·	...	...	...	231	...
	Moradabad ...	Government	9	...	171	171	168·	130·	...	...	57	114	...
		Aided	16	...	417	417	429·	349·	..	...	73	344	...
		Total ...	25	...	588	588	597·	479.	...	...	130	458	...
	Budaun ...	Government	9	...	178	178	186·	159·	...	...	103	75	...
		Aided	16	...	246	246	276·	223·	...	8	68	170	...
		Total ...	25	..	424	424	462·	382·	...	8	171	245	...
	Bareilly ...	Government	2	...	51	59	54·	45.	...	...	57	2	...
		Aided	5	...	79	79	85·	62·	...	...	79	...	...
		Total ...	7	...	138	138	139·	107·	...	...	136	2	...
	Sháhjahánpur ...	Aided	14	...	294	294	287·	234·	...	2	172	109	11
	Pilibhít ...	Government	1	...	60	60	60·	50·	...	...	...	60	...
		Total, Government ...	24	...	547	547	537·	442·	...	...	217	330	...
		Total, Aided ...	57	...	1,188	1,188	1,226·	994·	...	10	392	775	11
		GRAND TOTAL ...	81	...	1,735	1,735	1,763·	1,436·	...	10	609	1,105	11
ALLAHABAD.	Cawnpore ...	Government	5	2	84	86	75 91	74·08	...	...	86	...	...
		Aided	1	10	32	42	50·66	44 16	...	42	...	...	...
		Total ...	6	12	116	128	126·57	118 24	...	42	86	...	...
	Jaunpur ...	Government	3	...	48	48	48·	40·	...	...	27	21	...
		Total, Government ...	8	2	132	134	123·91	114·08	...	...	113	21	...
		Total, Aided ...	1	10	32	42	50·66	44·16	...	42	...	...	...
		Grand Total ...	9	12	164	176	174 57	158 24	...	42	113	21	...
BENARES.	Azamgarh ...	Government	2	9	57	66	61·	55·	...	...	63	3	...
		Aided	1	...	31	31	31·	26·	...	...	21	10	...
		Total ...	3	9	88	97	92·	81·	...	...	84	13	...
	Mirzapur ...	Government	3	5	63	68	65·	83·	...	...	67	1	...
		Aided	5	...	96	96	96·	84	...	31	24	41	...
		Total ...	8	5	159	164	161·	167·	...	31	91	42	...
	Benares ...	Government	3	..	54	54	56·	43·	...	...	52	2	...
		Aided	10	...	550	550	631·	513·	...	6	465	79	...
		Total ...	13	...	604	604	687·	·556	...	6	517	81	...
	Ghází́pur ...	Government	3	...	75	75	61·	64·	...	...	72	3	...
		Aided	1	...	23	23	25·	20·	...	23	...	...	...
		Total ...	[illegible]	...	98	98	86·	84·	...	23	72	3	...

FORM No. 5.

and Vernacular), for the official year 1882-83.—(continued.)

Number of scholars on 31st March, 1883, learning.					*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants	Other sources.	Total.	Total cost.	Cost to Government.	Upper primary school examination.	Lower primary school examination.
8a	8b	8c	8d	8e	9a	9b	9c	9d	9e	9f	9	10	11	12	13
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs a. p.		
...	140	...	...	...	...	436	...	...	...	...	436	3 12 3	3 12 3	4	56
5	218	...	...	...	...	576		...	...	2,026	2,602	13 3 4	2 14 9	...	16
5	358	...	...	...	...	1,012	...	...	...	2,026	3,038	9 11 5	3 3 9	4	72
...	782	...	...	...	...	2,239	...	...	36	48	2,323	3 13 2	3 11 0	5	73
5	606	...	...	...	...	2,176	108	...	...	5,422	7,706	15 2 7	4 4 6	4	32
5	1,388	...	...	...	...	4,415	108	...	36	5,470	10,029	8 15 10	3 15 4	9	105
...	79	...	...	...	...	219	...	...	...	...	219	3 12 5	3 12 5	...	...
4	152	...	...	...	...	600	...	64	...	1,020	1,684	13 5 10	4 12 2	...	3
4	231	...	...	...	...	819	...	64	...	1,020	1,903	10 5 6	4 7 3	...	3
...	171	...	...	...	...	527	...	...	200	184	911	7 0 1	4 0 10	...	5
...	146	...	...	...	...	912	...	...	...	1,603	2,515	7 3 4	2 9 10	...	...
..	317	...	...	...	...	1,439	...	...	200	1,787	3,426	7 2 5	3 0 1	...	5
...	178	...	...	...	...	471	...	...	220	...	691	4 5 6	2 15 5	...	7
...	246	...	...	...	...	540	...	...	240	382	1,162	5 3 4	2 6 9	...	...
...	424	...	...	...	...	1,011	...	...	460	382	1,853	4 13 7	2 10 4	...	7
...	59	...	...	...	...	248	...	...	...	...	248	5 8 2	5 8 2	...	4
...	79	...	...	...	...	180	...	...	...	559	739	11 14 9	2 14 5	...	...
...	138	...	...	...	...	428	...	...	...	559	987	9 3 7	4 0 0	...	4
...	294	...	...	...	...	816	...	...	...	1,452	2,268	9 11 1	3 7 10	...	...
...	60	...	...	...	...	132	...	...	48	...	180	3 9 7	2 10 3	...	4
...	547	...	...	...	...	1,597	...	...	468	184	2,249	5 1 5	3 9 10	...	20
4	917	...	...	...	...	3,048	...	64	240	5,016	8,368	8 6 8	3 1 1	...	3
4	1,464	...	...	...	...	4,645	...	64	708	5,200	10,617	7 6 4	3 3 9	...	23
...	86	...	...	...	...	388	...	...	...	...	388	5 3 10	5 3 10	...	32
...	42	...	...	...	...	900	...	...	...	1,452	2,352	53 4 2	20 6 1	...	...
...	128	...	...	...	...	1,288	...	...	..	1,452	2 740	23 2 9	10 14 4	...	32
...	48	...	...	...	...	384	...	...	..	...	384	9 9 7	9 9 7	...	4
...	134	...	...	...	...	772	...	...	...	...	772	6 12 3	6 12 3	...	36
...	42	...	...	...	...	900	...	...	...	1,452	2,352	53 4 2	20 6 1	...	...
...	176	...	...	...	...	1,672	...	...	...	1,452	3,124	19 11 10	10 9 1	...	36
...	66	...	...	...	...	185	...	...	...	...	185	3 5 9	3 5 9	2	6
...	31	...	...	...	...	120	...	...	...	120	240	9 3 8	4 9 10	...	3
...	97	...	...	...	...	305	...	...	...	120	425	5 3 11	3 12 3	2	9
...	68	...	...	...	...	370	...	...	...	...	370	4 7 3	4 7 3	...	9
...	96	...	...	...	...	600	...	9	...	879	1,488	17 11 5	7 2 3	...	...
...	164	...	...	...	...	970	...	9	..	879	1,858	11 2 0	5 12 11	...	9
...	54	...	...	...	...	382	...	...	...	...	382	8 14 1	8 14 1	...	5
...	550	...	...	...	...	2,160	...	...	400	3,575	6,135	11 15 4	4 3 4	...	...
...	604	...	...	...	...	2,542	...	...	400	3,575	6,517	11 11 6	4 9 1	...	5
...	75	...	...	...	...	348	...	...	24		372	5 13 0	5 7 0	...	7
—	23	...	...	...	...	120	...	...	...	120	24 1	12 0 0	6 0 0	...	13
...	98	...	...	...	...	468	...	...	24	120	612	7 4 6	5 9 1	...	20

SUBSIDIARY

Statistical Return of Female Primary Schools, English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1883. In Upper Division.	In Lower Division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1883. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Benares.	Gorakhpur ...	Government	2	8	46	54	54·	39·	...	...	52	2	...
		Aided	5	...	316	316	315·	275	...	169	118	29	...
		Total ...	7	8	362	370	369·	314·	...	169	170	31	...
	Basti ...	Government	3	2	91	93	98·	81·	..	..	51	42	.
		Total, Government ...	16	24	386	410	395·	365·	..	...	357	53	..r
		Total, Aided ...	22	...	1,016	1,016	1,098·	918·	...	229	628	159	...
		Grand Total ...	38	24	1,402	1,426	1,493·	1,283·	...	229	985	212	...
Jhansi.	Jalaun ...	Government ...	1	2	18	20	20·	13·	...	...	20	...	...
	Lalitpur ...	Ditto ...	1	...	21	21	21·	14·*	...	...	21	...	...
		Total Government ...	2	2	39	41	41·	27·	...	...	41	...	...
Kumaun.	Garhwál ...	Government	4	...	118	118	115·	95·	...	...	118	...	...
		Aided	1	11	22	33	34	31·	..	28	1	...	4
		Total ...	5	11	140	151	149·	126·	...	28	119	...	4
N.-W. Provinces ...		Total, Government ...	107	86	2,334	2,420	2,371·31	1,958·60	...	...	1,988	432	...
		Total, Aided ...	107	91	3,024	3,115	3,805·46	2,677·36	...	586	1,402	1,112	15
		Total, Unaided ...	6	...	144	144	172·	157·	...	...	144	...	...
Grand Total, Vernacular Schools, N.-W. P. ...			220	177	5,502	5,679	5,848·77	4,792·96	...	586	3,534	1,544	15
Grand Total, English and Vernacular Schools, N.-W. P.			234	432	6,300	6,732	6,908 27	5,808·59	287	1,351	3,535	1,544	15
		Oudh Division.											
Lucknow	Lucknow ...	Government	11	70	242	312	314·	223·	...	...	40	272	...
		Aided	12	26	270	296	374·	290·	...	...	24	272	...
		Unaided	2	...	46	46	44·	29·	...	2	40	4	...
		Total ...	25	96	558	654	732·	542·	...	2	104	548	...
	Bara Banki ...	Government	1	2	22	24	17	10·	...	...	5	19	...
Sitapur.	Sitapur ...	Ditto	4	1	81	82	82·	66·	...	...	82	...	...
		Unaided	7	...	145	145	137·	110·	..	...	140	5	...
		Total ...	11	1	226	227	219·	176·	...	...	222	5	...
	Hardoi ...	Government	8	11	180	191	207·	160·	...	...	124	67	...
	Kheri ...	Ditto	6	4	144	148	145·	109·	...	...	65	83	...
Fyzabad.	Gonda ...	Ditto	7	1	137	138	135·	99·	...	...	92	46	.
		Unaided	4	...	98	98	119·	70·	...	27	4	67	...
		Total ...	11	1	235	236	254·	169·	...	27	96	113	...
	Bahraich ...	Government	1	...	26	26	25·	16·	...	...	...	26	...
		Unaided	2	...	50	50	49·	43·	...	...	22	28	...
		Total ...	3	...	76	76	74·	59·	...	...	22	54	...
Rai Bareli.	Rai Bareli ...	Government	3	4	81	85	80·	55·	...	...	85	...	...
	Sultanpur ...	Ditto	4	4	68	72	63·	52·	...	...	18	54	...
	Partabgarh ...	Ditto	2	9	28	37	37·	37·	...	...	2	35	...

FORM No. 5.

and Vernacular), for the official year 1882-83.—(continued.)

Number of scholars on 31st March, 1883, learning					*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper primary school examination.	Lower primary school examination.
8a	8b	8c	8d	8e	9a	9b	9c	9d	9e	9f	9	10	11	12	13
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
...	54	...	...	...	...	275	...	...	...	...	275	7 0 9	7 0 9	6	15
...	316	...	...	...	420	360	...	34	120	1,804	2,738	9 15 3	2 13 4	5	16
...	370	...	...	...	420	635	...	34	120	1,804	3,013	9 9 6	3 5 9	11	31
...	93	...	...	...	...	384	...	...	...	...	384	4 11 10	4 11 10	...	6
...	410	...	...	...	...	1,944	...	...	24	...	1,968	5 6 3	5 5 5	8	48
...	1,016	...	...	...	420	3,360	...	43	520	6,498	10,841	11 12 11	4 1 10	5	32
...	1,426	...	...	...	420	5,304	...	43	544	6,498	12,809	9 15 8	4 7 4	13	80
...	20	...	...	...	...	123	...	...	...	...	123	9 7 5	9 7 5	...	...
...	21	...	...	...	...	...	...	...	144	...	144	10 4 7	...	...	...
...	41	...	...	...	...	123	...	...	144	...	267	9 14 3	4 8 11	...	...
118	...	...	...	...	...	419	...	...	...	...	419	4 6 6	4 6 6	...	2
...	33	...	...	...	...	314	...	...	...	448	762	24 5 3	10 2 1	3	8
118	33	...	...	...	...	733	...	...	...	448	1,181	9 6 0	5 13 1	3	10
118	2,302	...	...	...	...	8,848	...	...	868	235	9,951	5 1 3	4 8 3	13	191
9	2,839	...	...	...	420	10,482	108	111	760	21,221	33,102	12 5 10	4 1 2	12	77
...	144	...	...	...	...	...	...	...	300	757	1,057	6 11 8	...	...	...
127	5,285	...	...	...	420	19,330	108	111	1,928	22,213	44,110	9 3 3	4 1 11	25	268
963	6,027	39	...	67	11,219	23,307	203	23,471	2,030	39,536	1,00,266	11 4 2	6 0 5	98	405
...	255	...	...	25	...	2,898	...	...	...	...	2,898	12 15 11	12 15 11	14	14
...	316	...	38	6	...	1,736	480	...	...	1,502	3,718	12 13 1	5 15 9	1	1
...	46	...	...	...	...	...	...	...	...	322	322	11 1 8	...	...	...
...	617	...	38	31	...	4,634	480	...	...	1,824	6,938	12 12 10	8 8 9	15	15
...	24	...	...	...	...	137	...	...	...	...	137	13 10 8	13 10 8	...	...
...	82	...	...	...	...	274	...	...	...	...	274	4 2 5	4 2 5	...	...
...	144	...	...	...	...	...	...	...	...	509	509	4 9 11	...	...	...
...	226	...	...	...	...	274	...	...	...	509	783	4 7 2	1 8 11	...	...
...	191	...	...	...	...	838	...	...	...	7	845	5 4 6	5 3 9	4	6
...	148	...	...	...	...	288	...	...	...	252	540	4 15 3	2 10 3	2	1
...	138	...	...	...	...	672	...	...	...	...	672	6 12 7	6 12 7	1	1
...	98	...	...	...	...	...	...	...	...	372	372	5 5 0	5 5 0	...	...
...	236	...	...	...	...	672	...	...	...	372	1,044	6 2 10	3 15 7	1	1
...	26	...	...	...	...	126	...	...	...	1	127	7 15 1	7 14 2	...	...
...	50	...	...	...	...	...	...	...	...	194	194	4 8 2	4 8 2	...	...
...	76	...	...	...	...	126	...	...	...	195	321	5 7 1	2 2 2	...	...
...	85	...	...	...	...	162	...	...	...	...	162	2 15 3	2 15 3	2	...
...	72	...	...	...	...	326	...	...	...	...	326	6 4 2	6 4 2	...	2
...	29	...	...	12	...	196	...	...	...	3	199	5 6 8	5 5 0	8	7

SUBSIDIARY

Statistical Return of Female Primary Schools (English

Division.	District.	Name or class of Institutions.	Number of Institutions.	Number of scholars on the rolls on 31st March, 1883. In Upper Division.	In Lower Division.	Total.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1883. Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Others.
	1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e
Oudh.		Total, Government Schools	47	106	1,009	1,115	1,111·	827·	...	...	513	602	...
		Total, Aided Schools	12	26	270	296	374·	290·	...	...	24	272	...
		Total, Unaided Schools	15	...	339	339	349·	252·	...	29	206	104	...
		GRAND TOTAL, VERNACULAR SCHOOLS, OUDH ...	74	132	1,618	1,750	1,834·	1,369·	...	29	743	978	...
		GRAND TOTAL, ENGLISH AND VERNACULAR SCHOOLS, OUDH.	81	132	2,111	2,243	2,324·	1,732·	76	150	905	1,112	...
GREAT GRAND TOTAL OF ENGLISH AND VERNACULAR SCHOOLS, NORTH-WESTERN PROVINCES AND OUDH.			315	564	8,411	8,975	9,232·27	7,540·59	363	1,501	4,440	2,656	15

FORM No. 5.

and Vernacular), for the official year 1882-83.—(concluded).

Number of scholars on 31st March, 1883, learning					*Expenditure.*							*Annual cost of educating each scholar.*		*Number passed.*	
English.	Vernacular.	Latin.	Arabic.	Persian.	Grants from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Municipal grants.	Other sources.	Total.	Total cost.	Cost to Government.	Upper primary school examination.	Lower primary school examination.
8a	8b	8c	8d	8e	9a	9b	9c	9d	9e	9f	9	10	11	12	13
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.		
...	1,050	...	...	37	...	5,917	...	...	...	263	6,180	7 7 7	7 2 6	31	35
...	316	...	38	6	...	1,736	480	...	...	1,502	3,718	12 13 2	5 15 9	1	1
..	338	...	...	...	...	...	...	...	...	1,397	1,397	5 8 8	...	...	...
...	1,704	...	38	43	...	7,653	480	...	...	3,162	11,295	8 4 ...	5 9 5	32	36
227	2,192	...	68	58	725	10,618	1,429	2,653	...	6,025	21,450	12 6 2	6 8 9	66	89
1,190	8,219	39	68	125	11,944	34,425	1,632	26,124	2,030	45,561	1,21,716	16 2 3	6 2 4	164	494

R. T. H. GRIFFITH,

Director, Public Instruction, N.-W. P. and Oudh.

SUBSIDIARY FORM No. 6.

Statistical Return of Schools for Special or Technichal Training for the official year 1882-83.

Division.	District.	Name or class of Institutions.	Number of Institutions.	Total number of scholars on the rolls on 31st March, 1883.	Average number on the rolls during the year.	Average daily attendance.	Classification according to race or creed of the scholars on 31st March, 1883				Number of scholars on 31st March, 1883, learning				Expenditure.						Annual cost of educating each scholar.		Remarks.
							Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	English.	Vernacular.	Arabic.	Persian.	Grant from provincial revenues.	Local rates or cesses.	Endowments.	Fees.	Other sources.	Total.	Total cost.	Cost to Government.	
	1	2	3	4	5	6	7a.	7b.	7c.	7d.	8a.	8b.	8c.	8d.	9a.	9b.	9c.	9d.	9e.	9	10	11	12
	B.—Medical Schools.																				Rs. a. p	Rs. a. p	
N.-W. P. ...	Agra	Government ...	1	77	90	77	...	10	27	40	...	77	...	...	18,326	...	288	...	...	18,614	240 4 0	238 0 0	
	D.—Normal Schools for Masters.																						
N.-W. P. ...	Meerut	Government ...	1	40	39	39	...	...	28	12	...	40	...	...	...	5,266	...	...	...	5,266	135 0 5	135 0 5	
	Agra	Ditto ...	1	38	39·36	36·02	...	...	38	...	...	38	...	...	...	5,073	202	...	...	5,275	146 15 1	140 13 5	
	Bareilly	Ditto ...	1	40	40	38	...	...	23	17	...	40	...	26	...	4,746	...	...	...	4,746	124 14 4	124 14 4	
	Allahabad	Ditto ...	1	71	72·70	66·3	...	...	59	12	...	71	...	...	...	8,209	...	...	...	8,209	123 13 0	123 13 0	
	Benares	Ditto ...	1	45	47	46	...	...	37	8	...	45	...	...	...	5,174	...	...	...	5,174	112 7 7	112 7 7	
	Jhánsi	Ditto ...	1	13	14	13	...	...	13	...	...	13	...	...	...	1,801	...	...	...	1,801	138 8 7	138 8 7	
		Total, N.-W. P. ...	6	247	252·06	238·32	...	...	198	49	...	247	...	26		30,269	202	...	...	30,471	126 0 4	127 13 10	
LUCKNOW,	Lucknow	Government ...	2	24	22	21	...	...	15	9	...	48	...	...	...	3,198	...	...	...	3,198	152 4 6	152 4 6	
	Bara Banki	Ditto ...	1	16	4	3	...	...	11	5	...	16	...	...	...	346	...	...	...	346	115 2 2	115 2 2	
	Unao	Ditto ...	1	20	12	11	...	...	20	...	...	40	...	15	...	620	...	...	...	620	56 6 2	56 6 2	
SITAPUR ...	Sitapur	Ditto ...	1	13	13	11	...	...	12	1	...	26	...	...	...	847	...	...	...	847	77 0 6	77 0 6	
	Hardoi	Ditto ...	1	21	16	17	...	...	20	1	...	37	...	7	...	644	...	...	...	644	37 14 2	37 14 2	
	Kheri	Ditto ...	1	8	8	8	...	...	7	1	...	16	...	...	...	554	...	...	...	554	69 4 6	69 4 6	
FYZABAD ...	Fyzabad	Ditto ...	1	11	6	6	...	...	11	...	...	22	...	...	...	512	...	...	...	512	85 5 11	85 5 11	
	Gonda	Ditto ...	1	13	9	9	...	...	11	2	...	26	...	...	...	671	...	...	...	671	74 9 3	74 9 3	
	Bahraich	Ditto ...	1	18	10	8	...	...	11	7	...	36	...	18	...	622	...	...	...	622	77 12 5	77 12 5	
RAE BARELI,	Rae Bareli	Ditto ...	1	17	12	12	...	...	13	4	...	21	...	...	...	773	...	...	...	773	64 5 11	64 5 11	
	Sultanpur	Ditto ...	1	16	13	11	...	...	12	4	...	32	...	...	...	739	...	...	...	739	67 2 3	67 2 3	
	Partabgarh	Ditto ...	1	13	10	8	...	...	11	2	...	16	...	...	...	571	...	...	...	571	71 5 7	71 5 7	
		Total, Oudh ...	13	190	135	125	...	...	154	36	...	336	...	40	...	10,097	...	...	...	10,097	80 12 5	80 12 5	
	GRAND TOTAL, N.-W. P. AND OUDH	...	19	437	387·06	363 32	...	...	352	85	...	583	...	66	...	40,366	202	...	...	40,568	111 15 6	111 6 7	
	E.—Normal Schools for Mistresses.																						
N.-W. P. ...	Benares	Aided	1	88	87	86	...	88	...	...	88	88	...	...	...	2,4[illegible]0	150	1,015	2,366	5,931	68 15 5	27 14 6	
OUDH ...	Sitapur	Government ...	1	3	3	3	...	...	3	...	...	3	...	...	...	...	...	...	18	18	6 0 0	...	
	Hardoi	Ditto ...	1	3	3	3	...	...	3	...	...	3	...	...	...	168	...	...	...	168	56 0 0	56 0 0	
		Total, Oudh ...	2	6	6	6	...	...	6	...	...	6	...	...	...	168	...	...	18	186	31 0 0	28 0 0	
	GRAND TOTAL, N.-W. P. AND OUDH	...	3	94	93	92	...	88	6	...	88	94	...	...	...	2,568	150	1,015	2,384	6,117	66 7 9	27 14 7	
	F.—Industrial Schools.																						
N.-W. P. ...	Gorakhpur	Aided male ...	1	50	50	41	...	50	...	...	...	50	...	...	...	600	...	...	400	1,000	24 6 3	14 10 1	
	Benares	Ditto female ...	1	115	118	112	...	115	...	Needle work, &c.			...	...	...	480	40	...	740	1,260	11 4 0	4 4 6	
		Total ...	2	165	168	153	...	165	...	...	...	50	...	...	...	1,080	40	...	1,140	2,260	14 12 4	7 0 11	
		GRAND TOTAL ...	25	773	738·06	685·32	...	263	385	125	88	804	...	66	18,326	44,014	680	1,015	3,524	67,559	98 9 3	90 15 4	

R. T. H. GRIFFITH,
Director of Public Instruction, N.-W. P. and Oudh.

EXTRACTS FROM, OR RÉSUMÉS OF, THE REPORTS

OF THE

DISTRICT COMMITTEES,

N.-W. PROVINCES AND OUDH,

For the year ending the 31st March, 1883.

THE system which has been in force in the North-Western Provinces for some years has in the past year been extended to Oudh, and the management of middle and primary vernacular schools in that Province also has been transferred to District Boards. It is too early as yet to judge the success, from the educational point of view, of this measure. The Boards have hardly had time to become thoroughly acquainted with the educational wants of their several districts, or with the rules and principles which have guided the Department in the management of the schools which it has established and fostered. But they seem to have made a fairly promising beginning, and there is no reason to anticipate that they will be less careful or successful in the discharge of their new duties than the District Committees of the North-Western Provinces have been in discharging the duties which for some years have been laid upon them.

2. The committees' reports, I think, are generally satisfactory. In the majority of districts there is evident improvement in the attendance and the instruction given in our vernacular schools, although the results of the middle class examination, owing to an enlarged course of study and an enhanced standard, are abnormally poor. The Boards know the difficulties which hinder the spread of elementary and secondary instruction in those Provinces, and they are reasonably content if they can report slow and steady progress.

It is gratifying to find that—with perhaps a single exception—the District Boards and the Inspectors of Schools appear to have worked together in harmony, and that the Deputy and Sub-Deputy Inspectors are as a rule highly commended by the committees whose subordinates they now are.

3. The committees' reports will speak for themselves. In support of my assertions in paragraph 2, I observe that in Dehra Dún "there is an increase in the number of pupils, and that the results of the upper and primary examinations are satisfactory." In Muzaffarnagar there is a slight increase in numbers and attendance; "the schools have generally maintained their position; the work of the Deputy Inspector has been distinguished by unremitting and constant attention to his duties, and the Sub-Deputy Inspector also has done well." In Bulandshahar there is an increase of 220 pupils. In Agra the committee "recommend to the approval of the authorities the assiduity and zeal of the Deputy and Sub-Deputy Inspector." In Farukhabad there is a small increase in numbers; "the schools keep up to their accustomed standard, and the results of the year are on the whole satisfactory; the Deputy Inspector has given entire satisfaction to the committee." In Etah "the progress in primary schools is satisfactory and reflects credit on the teachers, the Deputy and the Sub-Deputy Inspector." In Bijnor there is an increase in the numbers in primary schools and the inspecting staff is well spoken of. In Budaun "the Deputy Inspector has rendered very satisfactory service, and the Sub-Deputy Inspector is an excellent officer and deserving of a better post." In Bareilly there is an increase of more than 350 pupils in vernacular schools; the Deputy Inspector is able and hard-working, and the Sub-Deputy Inspector is commended. In Sháhjahánpur "the general result of the figures will be admitted to be satisfactory," and in Pilibhít, where there is some increase in attendance, "with one or two exceptions, all the schools are well attended and are working efficiently." In Cawnpore and Fatehpur the numbers in primary schools have increased; and in Jaunpur, though there is a decrease in numbers on the roll, the attendance has improved. In Gházipur the number of pupils has increased, and the inspecting staff is commended. In Gorakhpur there is a considerable increase, and in Ballia, with 10 new halkabandi schools, there is an increase of 772 in average daily attendance. In Jhánsi, Jalaun, and Lalitpur, the number of pupils has increased. In Kumaun there is an increase of more than 300 in the average daily attendance, and the President of the committee, "who has seen most of the schools, testifies to decided improvement in teaching." In Garhwál the number on the rolls has risen from 2,451 to 3,160, and even in the Tarái there is a small increase.

In Oudh, there is some increase in attendance in Hardoi. In Bahraich, Mr. Ferrar observes, "the Deputy Inspector is a most excellent, painstaking, and intelligent officer.

The Educational Department has done well all round during the year." In Rae Bareli there is an increase in the number of pupils and in fee income, and the headmaster of the zila school and the Deputy Inspector are commended. In Sultanpur "the Deputy Inspector is devoted to his work." In Partabgarh there is an increase of 300 in the number of boys in village schools.

Other reports also testify to improvement in the schools and to good work on the part of the inspecting staff.

MEERUT DIVISION.

DEHRA DÚN.—Secretary, Mr. Davis, C.S. "Educational matters during the year were under the immediate control of a sub-committee of the District Board. The sub-committee held sittings whenever necessary and submitted their proceedings for approval at the monthly meetings of the District Board.

The number of schools was not changed during the year, but in January last the upper class of the Rájpur school was constituted a middle class vernacular school. The lower classes remain as before.

The district therefore contains—

2 Government middle class vernacular schools.
26 Government primary schools.
1 Aided school (Annfield Mission).

The number of pupils on the rolls on 31st March, 1883 was 791 as against 693 on 31st March, 1882, thus showing an increase of 98, or more than 14 per cent.; the average attendance, however, has not increased in a proportionate extent In 1881-82 it was 560·14. In 1882-83 it was 570·29. The percentage of attendance therefore of the year under report is low, being only 72 as compared with 80·5 in 1881-82 and 73·6 in 1880-81.

Secondary education is given in the Dehra tahsil school, and in the upper class of the Rájpur school, which was constituted a middle class vernacular school in January last; it is therefore too early to state whether or not the secondary education given at Rájpur is in a satisfactory state. The secondary schools had 13 pupils and an average daily attendance of 10·44. Two boys passed the middle class examination.

The results of the upper and lower primary examinations are encouraging: 27 boys passed the upper examination as against 7 in 1881-82, and 69 boys passed the lower examination as against 61 in 1881-82.

The number of boys in the upper division increased from 104 in 1881-82 to 144 in the year under report.

The expenditure on education during the year was Rs. 4,733-11-9 as against Rs. 4,556-1-4 in 1881-82. The middle class vernacular schools cost Rs. 275-8-10, which equals an average cost per scholar of Rs. 21. The average cost for 1881-82 was Rs. 26.

In halkabandi schools the average expenditure on each pupil was Rs. 5. Of this sum Rs. 4 were derived from local rates, subscriptions, &c., and Re. 1 was granted from provincial revenues. The municipal grants aggregated Rs. 499-15-11, being very slightly less than the municipal contributions for 1881-82.

The number of certificated teachers was 14 as against 11 in 1881-82.

The claims of the Bengali training school to receive a grant-in-aid have received very careful attention from the District Board. A final report has been sent to the Commissioner, recommending that a grant-in-aid of Rs. 70 monthly be given. This school is undoubtedly popular among a large section of natives and seems to be doing excellent work."

SAHÁRANPUR.—President, Mr. Giles, C.S. "The total number of schools with which the District Board were concerned was 157; of these 135 were Government institutions as follows:—

	1881-82.	1882-83.
A. Boys' schools	132	133
B. Girls' schools	2	2
	134	135

The private schools are thus detailed:—

	1881-82.	1882-83.
A. Boys' schools	8	8
B. Girls' schools	12	14
	20	22

The total number of pupils of all classes was:—

	1881-82.	1882-83.
Boys	4,667	4,777
Girls	314	330
Total ...	4,981	5,107

Judged by the usual test the middle class examination higher education has afforded little result during the year.

Not a single boy passed either from the Government or from private schools. The Boards have impressed strongly on the different masters their disappointment at this falling off from the figures of last year; but they believe it is in part explained by the greater severity of the standard applied at last year's examination. That it is not entirely due to inferior tuition is suggested by the facts that private and Government schools alike failed and that in neither has the personnel of the teachers been altered since last year; while the American Presbyterian Mission masters did not pass a boy at the middle class examination, three of their pupils passed the Calcutta University entrance examination.

The Inspector, 1st Circle, noted in his examinations of several schools that he had good hopes that a fair number of boys would pass; in no case, however, were the Inspector's anticipations realized.

The names of the schools in which superior education in English is afforded are—

The zila school, the American Presbyterian Mission School and the Orman School at Roorkee. The total number of pupils on the rolls at these schools on the 31st March was 172.

The zila school is very popular and the boarding-house, which at present accommodates with great difficulty 24 boys, is always full.

The building is imposing in style, very costly, very cramped, and very hot. The Board have under consideration a proposal for extending it on a plan less showy, but more comfortable. Quarters for the head-master and superintendent are also designed; at present he lives outside the school compound.

The Orman School at Roorkee and the American Presbyterian Mission School in the city here are under the charge of the Revd. P. Kreuger and the Revd. J. F. Ullmann respectively.

The boys who presented themselves from these schools at the English middle class examination appeared to be rather better taught than the boys from the zila school, though boys from all these schools were very unequal in the knowledge of their subjects.

The mission school at Saháranpur is held in an excellent pucka building on the bank of the Pandhoi nadi and is well frequented.

Superior vernacular education (middle B.) is afforded at 11 institutions as follows:—

Name of school.	*Number of pupils.*	
	1881-82.	1882-83.
1. Tahsili school, Saháranpur	8	9
2. Ditto, Deoband	11	8
3. Ditto, Jwálapur	5	5
4. Ditto, Gangoh	6	4
5. Pargana school, Rampur	12	8
6. Ditto, Manglaur	2	3
7. Halkabandi school, Titron	8	7
8. Ditto, Ambehta	5	2
9. Ditto, Khera	5	5
10. Ditto, Imblya	9	8
11. Ditto, Pandauli	10	8
Total ...	81	67

The primary schools, 125 in number, are of course principally halkabandi or village schools, numbering 119. Besides these there are municipal free schools in the towns of Saháranpur (3) and Kankhal (1) and Deoband (2). There are also primary classes in the private schools above mentioned and in the Scinde, Panjab and Delhi Railway school.

There are two Government girls' schools, and 7 girls' schools in charge of a lady of the American Presbyterian Mission receive a grant-in-aid.

Elementary English is taught at the American Presbyterian Mission, Orman, Scinde, Panjáb and Delhi Railway and Deoband municipal schools.

The Scinde, Panjáb and Delhi Railway school is open to both boys and girls and is used chiefly by the employés of the Company. It is supported by a grant of Rs. 40 a month from Government, an equal grant from the Company, and fees of Rs. 2 and Rs. 3 a month from each pupil. The school has been unfortunate during the year, having been closed for some time on account of sickness. The children attending it are very young, and usually leave early for schooling at Lahore or Mussooric. The teaching is therefore quite elementary and no regular course is strictly followed.

The school-house is provided by the Mistress.

Primary Vernacular (Boys).—The number of primary pupils on the roll on the 31st March was 4,170, of whom 499 were in the upper and 3,671 in the lower division.

The figures of last year were:—

Upper division	Lower division.	Total.
555	3,631	4,186

I have had little opportunity during the cold weather of examining this the most important branch of district education; but, as far as my observation has gone, the teaching is of the usual standard and as good as could be expected from men paid as our halkabandi teachers are.

The following shows the different grades of pay and the number of teachers in each grade :—

Grades. Rs.	*No. of masters.*
12	2
10	5
8	15
7	12
6	54
5	31
4	23
3	2
2	2

As long as our village school-masters are worse paid than domestic servants or skilled labourers, there is little hope of a high standard of teaching.

In this district carpenters and masons earn more than Rs. 10 a month.

Primary Vernacular (Girls).—The attendance at the two Government girls' schools was :—

Name of school.	*Attendance.* 1881-82.	1882-83.
Pandauli	21	23
Ghaghreki	14	14
Total	35	37

Besides the 7 American Presbyterian Mission girls' schools, which receive a grant, 6 others have been started in the city. Some of these are for Hindu girls, others for Muhammadans.

I have visited schools of both classes and was much struck with the state of the Hindu schools especially. Girls of all castes and ages frequent them and are in some instances quite as forward as the boys in ordinary halkabandi schools. The Muhammadan girls are more backward and it is very difficult to induce them to attend ; when they do, precautions are strictly observed for screening them from observation and their parents appear to have a much less intelligent appreciation of the advantages of education than the Hindus.

Scholarships were thus distributed :—

	Rs.	a.	p.
To boys of the zila school	243	15	0
Ditto tahsíli schools	120	0	0
Total	363	15	0

Maulvi Zulfiqar Ali was Deputy Inspector throughout the year and performed his duties to the satisfaction of the Board ; he is about to retire from Government service in June next.

Six halkabandi teachers were sent to the Normal School at Meerut ; 2 resigned and 10 were dismissed for neglect of duty. Fifteen teachers were punished with fine ; 13 were transferred ; 2 at their own request, the remainder because they were not in friendly terms with the zamíndárs. Promotions and rewards were conferred on deserving teachers.

Two halkabandi schools were removed from villages where they had declined.

The principal unaided private schools are the Arabic and Persian schools at Saháranpur and Deoband. The school at Saháranpur is managed by a committee of Musalman gentlemen and is attended by pupils from places as distant as Madras and Kashmir ; the teaching is of a high order and in great part of course religious. The school is held in a fine building erected by subscription and a good library is attached to it. Of the Deoband school I know nothing personally, but it bears a high reputation. As is to be expected where the Musalman population is so numerous there are a large number of religious schools, held chiefly in mosques, where the tuition is confined almost entirely to the reading of the Kurán.

There are no Sanskrit or other superior Hindu schools, as far as I know, in this district, and the elementary schools are of the most primitive kind, nothing beyond reckoning, reading, and perhaps writing Mahájani is taught."

MUZAFFARNAGAR.—President, Mr. Rose, C.S. "Mr. Pearse and myself have only recently joined the district and have had little or no acquaintance with the practical working of the Department during the year.

There were 8 tahsíli and pargana schools during the year under report, the same number as in the previous year. The number of scholars on the roll and the average attendance show a slight increase upon the figures of the previous year ; but in his report the Deputy Inspector observes that he has exercised closer supervision over the maintenance of the rolls, and that the scrutiny to which the registers have been submitted has resulted in a lower return for rolls and attendance than they would otherwise have shown. This fact is, moreover, confirmed by the fees return for the two years : in 1881-82 the realizations from fees amounted to Rs. 293·2, and during the year under report to 394·9. These figures indicate more distinctly and with less suspicion the progress made in the attendance of the schools than the registers in which such attendance is recorded. The tahsíli and parganah schools (with the two halkabandi

schools at Jhinjhana and Charthâwal teaching up to the middle class standard) sent up 21 candidates to the middle class examination, of which no less than 11, or 52 per cent., passed and three of the successful candidates obtainined scholarships. The Deputy Inspector shows that the results exhibited by the Muzaffarnagar district are far superior to those of any other district in the Meerut Division. The Inspector found the whole of the middle schools 'efficient'

There were 104 halkabandi schools at the close of the year under report against 107 at the close of the previous year. Seven schools were closed during the year and four new schools were opened, giving a net decrease of 3 in the aggregate number of schools. The numbers on the rolls increased from 3,129 to 3,198, and the average attendance per school from 22·25 to 22·61. Fees, however, declined from Rs. 181-9-0 to 108-2-6; but, as the Deputy Inspector points out, the return for the present year refers to five months only, as the levy of such fees was discontinued in accordance with a decision of the committee in July last, which was not, however, brought into operation until the month of September. The average fees realized during that period were higher than during the corresponding term of 1881-82; but I am glad to find that the observations recorded by me as Secretary to the committee in the annual report for 1881-82 were approved by the committee and practical effect given to them in the course of the following year.

The only girls' school in the district is the one at Jalalabad. The roll for the year under report is 15 against 20 for the previous year, and the recorded average attendance 11 against 16. The Deputy Inspector, however, doubts whether the registers as they are now maintained represent the actual position of the school, and there appear to be reasonable grounds for this suspicion. The Deputy Inspector proposes that the school should be closed: this will be a question for the decision of the committee; but if they determine to adopt the course, I hope that provision will be made, as I think that it might be made, upon a more extended scale, for opportunity to be given for the education of girls in the town of Muzaffarnagar and elsewhere. My acquaintance with the district is perhaps too slight to warrant the expression of any definite opinion on the subject; but it appears to me that efforts in the direction of female education might probably be more successfully made now than when the movement was first adopted. The experiment may have a doubtful issue; but I certainly think that it ought to be made, and I propose to take an early opportunity of inviting the attention of the district committee to it.

The Kairána and Kándhla English schools maintained by the municipalities of those towns are, so far as I have been able to ascertain, much in the same condition as when the last annual report was submitted. The Deputy Inspector says that the rolls have fallen off, and he is not quite satisfied with the results shown by the teachers. As to the municipal Sanskrit school in Muzaffarnagar I expressed a somewhat decided opinion in the annual report for 1881-82, and if there has been a 'slight falling off' as the Deputy Inspector observes, I can quite concur in his opinion that 'its condition is not exactly what it ought to be;' and such being the case, the Municipal Committee will be invited to consider whether action cannot be taken to secure the improvement of the school, and in default of this, whether it is any longer necessary to appropriate their funds to so little purpose.

The tahsili and pargana schools, with the exception of the Muzaffarnagar tahsili school, are all located in Government buildings. The position of the halkabandi schools in this respect is far from satisfactory, for of the 104 schools, 55 only are located in buildings the property of Government, 41 are held in buildings lent for the purpose, and 8 in buildings for which rent is paid. As a rule, a borrowed building is very unsuitable for the wants of a village school, and in villages where schools have been established for years with a fair attendance and a fair premise of stability, a school building in a suitable situation and upon an appropriate scale should be constructed. Only one school building has however been constructed during the year, although the committee appropriated funds for three more. The latter must be completed before the rains.

The proportion of certificated teachers, 72 per cent, is satisfactory, and it is still more satisfactory to note that, as the Deputy Inspector observes, "their numbers are gradually increasing."

Except perhaps the very satisfactory results obtained in the middle class examination, the administration of the year does not appear to present any prominent features which call for special notice. The schools have generally maintained their position, and the remarks which have been made by the Inspector of the Division are, upon the whole, of a satisfactory character. It appears to me, so far as I have been able to ascertain, that the work of the Deputy Inspector during the year has been distinguished by unremitting and constant attention to his duties, and he seems to have maintained the high character which was recorded by me on behalf of the committee in submitting the report for the previous year. The Sub-Deputy Inspector, Morari Lal, has also, so far as I can learn, acquitted himself to the satisfaction of the committee."

MEERUT.—President, Mr. Wright, C.S., "I have inspected a large number of schools myself in the cold weather, examined and distributed the prizes. Mr. Muir was Secretary to the educational sub-committee when he left for England. I made the work over to Mr. Oakeshott, but the real work of the committee has been done by

Rae Bakhtawar Singh, Rae Bahádur, who has always shown an active interest in the cause of education.

The following is a comparative statement for this year and last of the number of students on the rolls in this district :—

	1881-82.	1882-83
Tahsíli schools	574	639
Anglo-vernacular	104	111
Halkabandi	5,077	5,042
Free schools	268	303
Girls' schools	45	46
Total	6,068	6,141

This shows an increase of 73 scholars, but furnishes no information as to the average attendance, the returns of which, at least in the case of halkabandi schools, can scarcely be considered reliable. One can scarcely wonder at such a result when primary halkabandi school teachers get Rs. 6 per month, that is to say, little more than the pay of a menial servant, and find that pittance liable to fines if their returns are not satisfactory.

A comparative statement of expenditure is as follows :—

	1881-82.	1882-83.
	Rs. a. p.	Rs. a. p.
Tahsíli	2,510 0 9	2,633 14 0
Halkabandi	18,692 11 2	18,620 7 5
Anglo-vernacular	1,370 9 3	1,492 12 6
Free schools	896 3 9	908 6 3
Girls' schools	163 2 0	168 0 0
Total	23,632 10 11	23,823 8 2

A.—The increase of Rs. 123-13-3 on account of tahsíli schools is due to expenditure on repairs and house-rent of Meerut school.

B.—In halkabandi schools we notice a decrease.

In addition to ordinary expenditure, however, under this head Rs. 5,615 were spent this year on the construction of 12 new school-houses and 4 boarding-houses. The sum was partly supplied from previous savings and the sale of old materials. The resultant saving under this head is due to the abolition of 8 schools in the district.

C.—The increase in expenditure of Rs. 122 under anglo-vernacular schools is due to the payment of English teachers of Hápur and Baraut from subscription.

D.—The increase in municipal free schools is due to the appointment of a new assistant teacher for Nágri at Shahdera from November last.

E.—The appreciable difference between the two years in the case of girls' schools.

In the number of schools there has been no change except in the halkabandi schools. However unwilling the committee might be to do away with any means of spreading education, yet in the case of 8 schools they have found the attendance so unsatisfactory as to convince them that they were not justified in keeping up the establishment. Accordingly these 8 schools have been abolished, and transfers have been effected in two other cases. It is noticeable that four have been abolished in the Sirdhana tahsíl alone.

With regard to school buildings something has been done during the last year. The Baghpat tahsíl school has for some time been a disgrace, but sanction for a new building has been asked for if funds are forthcoming, and it is hoped that a new tahsíli school will soon be constructed at Sirdhana through the liberality of Lady Forester. Eleven halkabandi schools have been erected and four others are now under construction, besides which repairs have been effected in a large number of cases. Plans have been passed for building 12 other schools, the funds to be supplied from savings and sale of old materials; in some instances boarding-houses will be attached to them.

Educational results, as far as they appear from examination returns, may also be called satisfactory. It is true that in the middle examination 3 only passed as compared with 11 last year, the explanation apparently being the difficulty of the mathematical papers and the delay in publishing the manual of geography from which the pupils were examined. This complaint is general, and Meerut does not show badly in comparison with other districts of the Division. The advance in primary schools may be judged from the fact that the percentage of passed students this year is 34·72 as compared with 22·03 last year.

The state of the two girls' schools that exist in the district remains stationary,

The system of appointing *panches* in villages for the general supervision of the schools works fairly well. They appear to take an intelligent interest in the schools, especially in some cases where old Government servants have been members. They have been of use in calling attenation to unfit state of buildings, but cannot be induced to relieve the tahsíldár of the duty of supervising the construction of new houses.

Among the recommendations of the Deputy Inspector is the appointment of a second Sub-Deputy Inspector to the district. This matter has just been submitted to the local committee with a strong expression of approval from the educational sub-committee. The proposal could not receive stronger support than it does in the following extract from the Inspector's report on primary instruction for 1881-82:—'Meerut as usual is last (*i. e.*, in examination), and why it is so seems to be because, having the largest area and the most schools, it needs at least a second Sub-Deputy Inspector. The present Deputy Inspector, Munshi Najm-ud-din, and his assistant have done, I believe, as much as they could do.' The case of Khirwa school in the Sirdhana tahsíl is a case which shows the necessity of a second Sub-Deputy Inspector. The school was examined in May last. When I inspected it in January I found one boy in attendance, and this state of things had gone on for six weeks without notice being taken by the inspecting staff, who of course pleaded inability to inspect oftener. The school had to be closed."

BULANDSHAHR.—President, Mr. Growse, C.S., C.I E. "Under the recent orders of Government regarding local self-government, all educational institutions have for about half the year been under the control of the District Committee.

I.—Middle Class Schools.—The total number of schools is 8, *viz.*, 4 tahsíli and 4 pargana; the number of pupils 151 against 126 in the previous year, showing an increase of 25. The result of the middle class examination has been very unsatisfactory this year; 48 boys were sent up, of whom only 4 passed : they all belonged to the Sikandarabad tahsíli school. The rest failed. There seems to have been a similar want of success in all the districts of the North-Western Provinces, owing to the greater difficulty of the questions.

II.—Primary Schools.—The total number is 115,—Hindi 17, Urdu 14, and mixed 84. The roll shows 4,525 boys, an increase of 220 on the previous year. The average attendance has been 4,247 against 4,248. There has been no material change in the tuitional staff of these schools during the year, except that a 2nd class has been experimentally started in the following few villages:—

Biláspur,	Chitári,
Ahmadgarh,	Shikárpur,
Pindráwal,	Sathla,
Pahásu,	Nausaná,

and it is expected that in a year's time two or three of them will rise to the status of the regular middle schools. Three new schools have been built at Bilálpur, Baghwála and Khadana at a total cost of Rs. 700, of which Rs. 300 were locally subscribed, and the balance Rs. 400 has been paid out of the school funds. A fourth school has been built at Jadoul by Saiyid Jiwan Ali, the zamíndár of the village, at his own expense. Two sums of Rs. 100 each have also been contributed by the residents of Gejha and Bhatwara for new schools in those villages, and the work is in progress. It is now established as a rule that people wishing to have a new school in any village must pay half the cost of the building. This serves as a test of the reality of their interest in the matter and the rule is found to work well.

III.—Female Schools.—Total number 4, roll 95 against 97 in 1881-82 ; of these 3 are entirely maintained by Government and 1 by the Bulandshahr municipality : they remain stationary.

The Inspector examined 42 schools, of which 32 were reported on favourably. The Deputy Inspector and Sub-Deputy Inspector have examined almost all the schools repeatedly, and a few have been visited by the District Officers when on tour and by the Honorary Magistrates.

Twenty scholarships of Rs. 3 each were held during the year, *viz.*, 5 in the zila school and the rest in tahsíli and pargana schools. Two more scholarships from municipal funds were also given to two boys in the Khurja and Bulandshahr tahsíli schools.

Books to the value of Rs. 692-9-3 were sold during the year against Rs. 679-7-0 in 1881-82."

ALIGARH.—Secretary, Mr. Rice, C.S. "Not counting the Muhammadan college and the High school, the number of educational institutions in this district stands this year at 224 as against 220 last year.

Of these two are English and 24 vernacular middle class ; two are primary English, ten female, six tahsíli, three pargana, five free and 172 halkabandi schools.

One primary school has been raised to the middle class and one aided middle class school, owing to the abolition of the Harduagunj municipality, has been added to the list of Government middle class vernacular schools. The number of primary schools has risen from 193 to 198 during the year under report ; four new Government primary schools having been opened, and one primary aided school, owing to the abolition of the Harduaganj municipality, having been transferred from the latter to

the former head, while, on the other hand, one unaided Harduagunj free school was disestablished on 1st April, 1882.

The number of boys on the rolls is 6,329 as against 6,256 last year, of whom 5,702 are Hindus and 527 Muhammadans.

The average daily attendance was 5,104·46 as against 4,995·72.

The satisfactory improvement in these figures may be set down as due to the fact that on the whole 1882-83 was a healthier year than the previous one.

Of the boys under instruction 104 learn English, 6,323 vernacular, and 6 Persian.

The number of school-houses in the district is 224. Of these 80 are Government buildings, for 28 rent is paid, and 116 are lent free of rent for the purpose by the zamíndárs.

During the year the locality of 12 schools was altered and one school was abolished.

The total expenditure during the year under report was Rs. 28,119-1-6 as against Rs. 28,929-5-2 for the previous year.

This when taken in connection with the results obtained shows a very satisfactory decrease in expenditure.

Of the above sum Rs. 25,481-9-1 were paid by the local committee, Rs. 149 were realized from fees, and Rs. 2,488-8-5 contributed by the municipalities of the district.

Mr. Lambe held the charge of the office of Secretary to the committee from April till November, 1882, when Mr. Pearse was entrusted with it. It was transferred to me, upon Mr. Pearse leaving the district, on the 13th March of the present year.

Whatever advance this Department may be held to have made during the present year is due to a great extent to the energy and exertions of the Deputy Inspector, Pitam Lal, and his Sub-Deputy.

The number of teachers employed in the district stands at 252, of whom 207 are masters in halkabandi schools.

As a body the teachers performed their duties to the entire satisfaction of the committee; 14, however, were dismissed from their office on account of absence from duty. I have to report the decease of five teachers during the year.

There are 26 secondary middle class schools in the district, 2 English and 24 vernacular.

Seventy-one boys' from the district presented themselves for the middle class examination, but only 9 were successful.

The paucity of this result is due partly to the fact that the books prescribed for the examination were not received till late in the year—September, and also to the stiffness and *generality* of some of the questions.

Rs. 790-9-5 were spent during the year in scholarships to the boys of halkabandi schools, to enable them to attend the zila and tahsíli schools.

During the year 25 boys obtained employment in the public service, of whom 22 have passed the middle class examination.

There are ten female schools in this district. The number of girls on the roll is 195, with an average attendance of 147·92. All the girls are Hindus. Rs. 937-4-2 were spent in maintaining the school as against Rs. 932-1-0 last year."

AGRA DIVISION.

AGRA.—President, Mr. H. Finlay, C.S. "The inspecting staff has remained the same as in the previous years, and their efforts have been supplemented by the district officers when on tour and by members of the Board from time to time. The remarks of all visitors have been recorded in the inspection books and have been forwarded for the information of the Board when anything requiring orders or consideration was observed. The Board are glad to be able to recommend to the approval of the authorities the assiduity and zeal of the Deputy Inspector and the Sub-Deputy Inspector. The former has made a number of enemies in the district among the teachers—a matter to be regretted in some ways, but not, in the opinion of the Board, to be considered an unmixed evil.

The number of schools has remained the same as in the previous years, and the detail is given in the margin. The Board are of opinion that the number is sufficient for the present wants of the district. So long as a number of populous castes do not care to send their children to school, and so long as there remains the same number of small villages which of themselves do not warrant the location of a school in their midst, the present number need not be increased. It is more important to locate them properly, and this has formed an important part of the Board's work in the Educational Department. The local knowledge of the pargana members and the inspecting staff and the prolonged experience of Mr. Lloyd have been of the greatest service to the Board and have always been readily at their service. The number of scholars is practically the same as in the previous year, *viz.*, 4,969. The receipts from fees amounted to Rs. 680, *i.e.*, an increase of 10 per cent. on those of the previous year. I need not repeat here the statistics given in the report of the previous year as to the proportion of schools to the area and population of the district. They remain practically the same.

12	tahsíli or pargana schools.
176	halkabandi schools.
1	municipal free schools.
6	girls' schools.
1	unaided English school.

In all the schools Hindi is taught and in 25 Urdu is taken as a second language. As usual there have been many applications for the appointment of more Urdu teachers; but the funds at the Board's disposal prohibited their agreeing to the prosposals. Nor was it evident that the prospects of success in teaching Urdu were usually such as to make the Board regret they had to refuse these applications. A request that the applicants should subscribe a substantial part of the Urdu teacher's pay generally resulted in the application being withdrawn.

Of the 13 middle vernacular schools reported on in 1881-82 one has ceased to exist in that category It was located at Medhakur, some 8 or 9 miles from Agra, and there is good reason to believe that dissensions between the teachers were the cause of the falling off in the attendance of the scholars. The remaining 12 schools have an attendance roll of 674, but of these only 88 belong to the middle classes. Forty-seven of these boys were sent up for the middle class vernacular examination, but only 11 passed. On this point the Board have only to remark that the general failure throughout the provinces points clearly to some flaw in the system of examination. Agra, however, as it appeared, was the fourth district in the provincial list. The two most successful schools here were those of Bah and Kagarole, the two least successful were Firozabad and Pináhat. No competitor went up from Achneyra. Three of the successful lads got scholarships.

The Deputy Inspector's report of the teachers of these schools is not satisfactory; but the Board doubt if they could get better men on the pay allowed by their funds. Under any circumstances changes are to be deprecated, and we hope that close supervision may improve matters next year. He reports favourably of the state of the buildings, and in this is confirmed by the reports of pargana officers on tour. He advocates the extension of the buildings in certain localities. The Board wish their funds permitted them to meet his views. The supply of maps, &c., is reported satisfactory with but few exceptions.

The Deputy Inspector reports, as the result of his inspection of 174 out of the 189 schools, that about one-half of them are inefficient according to his standard; but the Board cannot accept this opinion. It is not corroborated by the observation of the members and of pargana officers on tour; and although it is most expedient that the Deputy Inspector should aim at a high standard of efficiency, still there is no reason for despondency if it is not generally reached. That the schools are doing very fair good work is a fact which is not now open to question.

Quoting from the Deputy Inspector's reports I may state that there are 153 certificated teachers in this district, and 23 without certificates; 16 teachers receive Rs. 10 each per mensem; Rs. 42 receive 8; 118 receive Rs. 6, and 12 assistant teachers receive Rs. 5. Of the 176 halkabandi schools 70 belong to Government, 4 are rented, and the rest are lent by the zamindárs. The annual cost of educating each boy at the halkabandi schools fell from Rs. 5-3-0 to Rs. 4-15-3 in 1882-83

There are 6 female schools in the district with an attendance roll of 137, as compared with 94 in the previous year. They are popular with the high castes, as appears from the following statistics of attendance.

Brahmans	...	...	34
Banyas	...	...	67
Thákurs	...	...	15
Káyaths	...	...	6
Musaimans	...	...	2
Others	...	...	13
	Total	...	137

The standard of teaching here is lower than in the boys' schools; but the Deputy Inspector reports well of the tuition generally and expresses his regret that the funds do not permit of more girls' schools being established in the district and of better pay being given to the teachers.

The municipal free school at Firozabad and the unaided English schools at Fatehpur-Sikri and Bah are all doing well. The school at Fatehpur-Sikri is an object of great interest to the numerous visitors to the ruins there and all unite in bearing testimony to its success.

The Board again record their appreciation of the services of the Deputy Inspector, who has submitted an interesting report which has formed the ground-work of the foregoing remarks."

FARUKHABAD.—Secretary, Mr. Denman, C.S. "The number of tahsíli and pargana schools with their scholars is as follows:—

			No of schools.	No. of scholars.	Average attendance.
1880-81	...	...	9	643	560 13
1881-82	...	...	9	649	576 90
1882-83	...	...	9	670	575 47

The number of scholars thus shows an increase of 21 over the year 1881-82, and of 27 over the year 1880-81. There is an increase in the number of pupils in all classes except the 5th and 7th; the numbers in the 7th class are the same as in 1881-82. In that year a great number of the 7th class pupils were made to go for instruction to the halkabandi schools. The average attendance is about the same as last year. The

fees in the various tahsíli and pargana schools are not uniform : in some two annas per month is taken from every boy, and in others only from the boys above the 5th class.

As regards halkabandi schools the following are the figures :—

Attendance.

	No. of schools.	No. of scholarships.	Average per school.	Average Attendance.	Percentage of average attendance to total No. of schools.
1880-81 ...	121	3,873	32·00	2,959·43	76 41
1881-82 ...	121	3,745	30 95	3,020 39	80·65
1882-83 ...	121	3,832	31·67	2,983 40	77·99

In numbers there is thus an increase of 87 over last year, and a decrease of 41 below the last year but one. It was shown last year that the number of scholars in the upper classes (1st and 2nd) had fallen off, owing to the stoppage of those classes in certain schools. The numbers in the upper classes this year are about equal to those of last year. The numbers in the 3rd class are consequently increasing ; for boys fit to go into a 2nd class are kept in the 3rd class when there is no 2nd class to be promoted into. The numbers of the 3rd class show a continued increase. The average attendance is not so good as it was last year.

Aided Schools.—In the Fatehgarh high school the numbers have decreased from 153 to 142. The school was very successful in the middle class anglo-vernacular examination ; three boys were sent up : all passed and two of them got scholarships. The average daily attendance increased from 114·67 in 1881-82 to 116·66. The other aided school, *viz.*, the Gun-Carriage Factory school, is in a satisfactory condition.

The other boys' schools which teach up to the middle class standard are the American Mission schools at Rakha and the English school at Chibramau. The former need not be noted. The latter has been frequently before the notice of the committee during the year ; it exists wholly by voluntary (?) subscriptions which are collected with extreme difficulty. The committee were often asked by the school-master to help him in collecting these subscriptions. The school was not in a good way, and it was intended to withdraw any Government support from it at the first opportunity. This occurred the other day, for the school-master found some more congenial employment in Ajmere. Accordingly, as far as the committee are concerned, all support has been withdrawn : *e.g.*, a room used to be allotted to it in the tahsíli school at Chibramau ; this has all been put an end to. It is no loss to the district, for the results from this school were never great, and not even in proportion to the amount expended on it.

In Government schools the cost of education has slightly decreased. The district did fairly well in the middle class vernacular examinations. Two boys passed in the 1st class, six in the 2nd, and four in the 3rd class. The two who passed in the 1st class and 3 out of the 6 who passed in the 2nd class got scholarships. Last year the numbers were 2 in 1st class, 13 in 2nd, and 3 in the 3rd. This year 34 boys went up : last year 32 boys went up. It is satisfactory also to have to note that the Agra Division did the best in this examination, and that this district stands highest among the districts of that Division in its percentage of passed pupils on the total number of competitors. As the results of the examination held by the Inspector have not come in, so I am not in a position to speak of the general advance in knowledge of the schools of the district.

Girls' schools.—The following table compares the attendance, &c., at those schools which are maintained solely by Government :—

Attendance.

	No. of schools.	No. of scholars.	Average attendance.
1880-81 ...	6	142	113 36
1881-82 ...	6	144	114·60
1882-83 ...	6	140	115·84

The numbers and classification are stationary ; the average attendance shows a slight advance.

Besides this, there are 12 unaided and 1 aided girls' schools. The latter is at the American Mission at Rakha. They appear to be in a satisfactory condition. On the whole the results of the year are satisfactory : the schools seem to keep up well to their accustomed standard. Next year better results may be expected. The committee have been enabled to raise the rates of pay of some of the halkabandi and tahsíli school teachers ; *e. g.*, the lowest rate of pay for teachers has been raised from Rs. 6 to Rs 7 ; and of assistant teachers from Rs. 5 to 6, and a few more posts of Rs. 12 a year have been created.

It is hoped that these more beneficial rates of pay will attract a better class of men as teachers. Another requirement in this district is more scholarships. The number of scholarships in this district is small as compared with those in neighbouring districts. The number of boarding scholarships in this district is also small ; were they increased, the efficiency of the upper classes in the middle class schools would be increased, as it has been noticed that, as a rule, the most successful boys come from among the boarders.

The Deputy Inspector, Mulchand, has performed his duties in an efficient way and given entire satisfaction to the committee."

MAINPURI.—Secretary, Mr. Shakespear, C.S., "There were in the year under report—

5 tahsíli schools,
5 halkabandi schools teaching up to the middle class.
124 primary class schools.
7 female schools.

The middle classes amounted to 47 boys.

At the vernacular middle class examination six boys passed from the tahsíli schools as against 10 last year, and from the halkabandi schools teaching up to this standard four as against five last, or a total of successful candidates of 10 as against 15.

The decrease is undoubtedly due to the severity of the examination, and the result in this district compares favourably with other districts. Five boys passed in the 2nd class, thereby gaining a Government scholarship. Three of these were from the Mainpuri tahsíli school.

The cost of education in the upper classes to Government was Rs. 22-0-9 as against Rs. 19-12-11 per boy.

There were 124 schools giving primary education as against 123 last year. The number of boys being 3,757 as against 3,767 last year, the figures stood—

Upper Division	...	...	440	3,767
Lower Division	...	...	3,327	

On page 60 of the annual report exception was taken to this classification as bad. It has been remedied somewhat this year. The figures now are—

Upper Division	...	...	540	3,757
Lower Division	...	...	3,217	

Even this, however, is very short of a proper proportion. Eight hundred would, in my opinion, be nearer the mark.

The cost to Government per boy was Rs 3-13-1 as against Rs. 3-13-10 in 1881-82.

The number of Muhammadan boys receiving education was only 202—an unfortunate but necessary result of the use of Hindi as the medium of instruction.

In the upper primary examination 55 boys passed as against 59, and in the lower primary 356 as against 342.

The inspection of schools has been regular. The Deputy Inspector visited 271 schools during the year and the Sub-Deputy Inspector 287 schools. The latter was away on leave for one month.

There are seven girls' schools, four Government and three aided, bearing on their rolls 157 names as against 166 last year, during which year, however, eight schools were in existence.

The town of Mainpuri contains a free school. There are 40 boys under education there.

The management of the schools has been put under the Secretary and a sub-committee. I am unable to offer an opinion on its working, as I have newly come to the district and no notes have been left by my predecessor.

For the above reasons also I am unable to record an opinion upon the services of the Deputy Inspector and of the Sub-Deputy Inspector.

During the year under report it had been resolved to substantially diminish the number of halkabandi schools in the district, and by so doing to increase the pay of the teachers.

This has been carried out and I trust will have an advantageous result."

ETÁWAH.—Secretary, Babu Baleswar Prasad. "There were no changes in the *personnel* of the committee during the year under review, but the Secretaryship changed hands in the following order: —

Mr. L. Teyen.
Kunwar Bharat Singh.
Babu Baleswar Prasad.

Under the new decentralization system the Educational Committee has been incorporated with the District Committee.

There were 109 schools for boys and five for girls in the beginning of the year. Three halkabandi schools at Juhika, Ekri and Chitbhawan were abolished, as the attendance at them was found to be very poor, and five new ones were opened at Ghasara, Gorhakasda, Pilkhua, Tindwa and Baibaha, there being no schools in the vicinity. These new schools were opened at the requisition of the zamíndárs, who have provided houses for them. Thus during the year under review the number of schools for boys has increased by two, giving to the district a total number of 111 schools for boys and five for girls.

The middle class vernacular examination course was taught in the five tahsíli, seven halkabandi, and one municipal branch school.

There has been a falling off in the number on the roll and the average daily attendance as shown in the margin, and this is due to five middle class schools having been reduced to primary classes under orders from the Director of Public Instruction.

	1881-82.	1882-83.
Average number on the roll ...	127	108
Average daily attendance ...	97	86

Sixty-four boys went up for the middle class vernacular examination, of whom only 14 came out successful; and though

the district stands first in the number of passed candidates as it did last year, in the whole of the united Provinces, I cannot but consider the result very discouraging. I saw the question papers that were set, and consider the examination to be unusually searching and strict, but I cannot help blaming the Deputy Inspector for want of discretion in allowing so many boys to go up without first testing them properly.

The tahsíli schools of Phaphúnd and Auraiya have not passed a single student. The largest number of passed candidates is from the Bakewar halkabandi school, which acquitted itself very creditably last year also.

Vernacular Primary Schools for Boys.—At the close of the year of report there were 111 of these vernacular primary schools or sections of schools, with 3,350 scholars enrolled on them, 757 standing in the upper division and 2,593 in the lower division.

At the close of the previous year the number of such schools was 109 with 3,232 scholars. These figures show an increase of two schools and of 118 scholars. Of these 3,350 scholars, 149 passed the upper primary and 315 the lower primary examination against 113 and 188 of the preceding year. This success is encouraging and is a proof of greater diligence on the part of the teachers and a more careful supervision on the part of the inspecting staff.

The girls schools in this district are five in number. The number of scholars on the rolls on the 31st March, 1883, the average number on the rolls during the year, and the average daily attendance were 104, 105, and 79 respectively. These figures show little or no change compared with those of the last year and call for no remarks.

The school buildings remain the same as they were in the previous year, 90 of them being Government, three rented, and others borrowed.

It will be seen from the statement herewith submitted that the number of Musalman pupils in our schools still continues very low, though there is a small increase compared with the previous year. It is no doubt due to the fact that the Musalmans generally do not appreciate the course of studies pursued in our schools, and prefer the old style of private tuition to the system followed in our institutions.

The following table compares the numbers of Hindu and Musalman boys and girls that were under education in our schools in the year under report, and shows the proportion of the Hindu population of the district to that of the Musalman :—

	Hindus.	Musalmans.
Middle schools	115	2
Primary schools	3,258	85
Female schools	100	4
Population of the district	679,247	41,437

The above quoted figures do not compare well with the ratio between the Hindu and Musalman population, which is 18 : 1.

It is satisfactory to remark the decrease in the cost of education per head in the year under report, as shown in the following statement. The increase under the head of female schools is to be accounted for by the fact that in the previous year all the five female schools remained closed or nearly four months under the order of Mr. Nugent, the then Secretary, who considered them useless, but they were re-opened under the President's orders. This circumstance occasioned a saving of one-third of the amount that would have been spent on female education, if the schools had not been temporarily abolished :—

	1881-82.			1882-83.		
	Rs.	a.	p.	Rs.	a.	p.
Middle schools for boys	17	12	4	14	11	4
Primary schools for boys	4	9	7	4	6	8
Female schools	2	14	0	3	15	0

During the last camping season the district officers visited several village schools. The Deputy Collector, Maulvi Najam-ud-din Hyder, visited ten schools and expressed his satisfaction with all. He spoke in high terms of the Umrain school, and at his suggestion an assistant was appointed to help the teacher, who found it impossible to manage the large number of boys studying at this school. Kunwar Bharat Singh, the then Secretary, visited ten schools and has recorded his good opinion of the work done at them. I could not go out in camp owing to my being in charge of the treasury, and consequently could not visit any school.

I am glad to remark that, under the President's injunctions, the tahsíldárs have evinced greater interest in inspecting the schools this year.

The committee cordially thank the district officers and tahsíldárs, a show of interest on whose part cannot fail to promote the welfare of education and increase its importance in the eyes of the zamíndárs. It is hoped that the tahsíldár of Etáwah will take more interest in his schools during the present year.

The Deputy Inspector, Munshi Nanhumal, has regularly supervised the schools and reported the idle and unfit teachers to the committee for punishment or dismissal. From what I have seen of him, I consider him a hard-working officer and quite up to his work. I am unable to pronounce any opinion on the work of the Sub-Deputy Inspector, Pandit Sital Din, as I know little about it personally.

In conclusion, I beg to remark that, having taken over charge of the Secretaryship only a month ago, I know little about the schools and the work done at them, and hope you will kindly make allowance for my shortcomings."

ETAH.—Secretary, Maulvi Azmat-ullah. "There are 147 schools, as detailed below:—

Boys' middle class vernacular	14
" primary (English municipal)	3
" " vernacular	123
Girls' primary vernacular	7
Total ...	147

As compared with the last year a decrease of three has taken place in the first description of schools, owing to four halkabandi schools of that description being reduced to primary halkabandi schools (as proposed by the Inspector of Schools) and one free primary school raised by the committee to a middle vernacular school. The actual number of schools in this district is 133, detailed below, the same number as we had last year:—

Boys' tahsili	4
" pargana	3
" halkabandi	105
" " aided	6
" free vernacular (municipal)	5
" " English (municipal)...	3
Girls' schools	7
Total ...	133

The difference of 14 between the numbers 147 and 133 is owing to the 14 schools being counted both as primary and as middle class schools, for they teach above the 3rd class.

The number of students on 31st March, 1883, was 4,511 as compared with 4,462 of the preceding year and 4,212 of the year before that, showing a steady increase.

On the 31st March, 1883, there were students on the rolls of middle class schools 174 as against 169 last year, and the average number on the rolls during the year was 141 as against 124. The increase of five students is very satisfactory when it is remembered that the middle class has been abolished in three schools.

The numbers and attendance in the three primary English schools show a slight rise. There is an increase of 3 in the number of students as against last year.

There are 123 primary vernacular schools, of which 4 are tahsili, 3 pargana, 105 halkabandi, 6 schools aided by contributions from the halkabandi funds, 5 municipal free schools. The number of scholars on the 31st March, 1883, in all primary vernacular schools is 4,084 as compared with 4,036; of this number 865 are classed as upper primary and 3,219 as lower primary as compared with 755 and 3,281 for last year. Thus the upper primary show an increase of 110 and lower primary a decrease of 62 boys, a very satisfactory result. Leaving out the aided schools from the figures of this year the average number on the rolls and the average daily attendance were 4,075 and 3,147 compared with 3,628 and 3,020, showing a great improvement.

In the six aided schools, the number of scholars on 31st March, 1883, was 141, the average number on the rolls 137, and the average daily attendance 108. There is a slight falling off in number and attendance. Of these six aided schools three are situated in the Jalesar, two in Etah and one in Aliganj tahsil. The Government contribution is Rs. 2 or Rs. 3 monthly towards each school.

There is a slight falling off in the girls' primary schools. There were 177 girls this year as against 184 last year:—

The following table shows clearly the general progress:—

Class of school.	1880-81.		1881-82.		1882-83.	
	Number of schools.	Number of scholars.	Number of schools.	Number of scholars.	Number of schools.	Number of scholars.
Tahsili	4	318	4	327	4	358
Pargana	3	184	3	181	3	218
Municipal free	5	202	5	227	5	281
Halkabandi	105	244	105	3,317	105	3,315
Aided primary vernacular	Not	shown.	6	153	6	144
English schools (municipal)	3	79	3	78	3	76
Female	7	185	7	184	7	177
Total ...	...	...	138	4,462	133	4,511

The above statement compares the numbers on the rolls on the 31st March each year.

The expenditure during the year was Rs. 15,837 as against Rs. 16,814 last year. Out of this Rs. 13,618 as against Rs. 14,425 were contributed from Provincial revenue and local rates and cesses.

This year this district has not been so successful as last year at the middle class vernacular examination. This year 60 boys appeared and only 9 passed, while 34 out of 47 passed last year. Out of 9 successful students one passed in the first, three in the science, and five in the third division. The result of this year, which looks low against that of the last year, places Etah in the 7th place on the list of 49 districts in North-Western Provinces and Oudh, and hence is very satisfactory.

At the annual examination held by Deputy Inspector, 335 out of 865 boys passed in the upper primary and 437 out of 3,219 in the lower primary; but this low proportion in the lower primary classes is due to the fact that no classes below the 5th were examined. The progress is satisfactory and reflects credit both on the teachers and Deputy and Sub-Deputy Inspectors.

This year the number of subjects for examination has been increased; but no stress has been laid on any special subject as last year.

This year only one private student appeared at the middle class vernacular examination and failed.

During this year 25 students have obtained Government employment. Last year 29 students succeeded in doing so.

The above satisfactory results are due to the exertions of the Deputy Inspector, Ghafur-ud-din, and his assistant, Ram Din, who deserve great credit for their energetic and zealous efforts."

ROHILKHAND DIVISION.

BIJNOR.—Secretary, Mr. Thornton, C.S.—"There are two inspecting officers in the district:—

1*st*.—Mubammad Fazl-ul-Rahman, Deputy Inspector.

2*nd*.—Maulvi Ali Ahmad, Sub-Deputy Inspector.

The Deputy Inspector, who is partly engaged in other duties, such as conducting half-yearly examination of patwáris, office work, &c., appears to have inspected all the schools with sufficient frequency.

The Sub-Deputy Inspector, whose special duty is the inspection of the schools, has devoted his time to that work. He is very highly spoken of by the Deputy Inspector.

The district officers as usual visited the schools during their winter tour, when practicable, in view of their other duties.

Middle Vernacular Schools.—There are 11 of these, one primary school at Tajpur having been raised to the middle class at the request of the residents. Of these one is the aided school at Sherkot and four are halkabandi.

These schools have improved generally during the year, and the number of boys has increased, as will be seen from the statistical return attached.

Out of 55 boys that were sent up for the middle vernacular examination of the Muir College only six passed, but the failure was general throughout the Provinces, and seems to have been in part owing to unusual severity of the examination. Only ten candidates passed from the whole of Rohilkhand, and as six of these were from Bijnor, this district must be considered to have the advantage of any other in the division.

The Inspector of Schools for Rohilkhand visited all these schools and was well satisfied with their progress. He recommended the appointment of additional assistant teachers in several of them.

Primary Schools.—In 1881-82 the number of boys on the registers was 3,600, of which number 2,759 were represented as attending. During the year under report, out of 3,721 on the rolls 3,002 attended, giving an increase of 121 on the register and 243 in attendance.

The number 3,721 is divided into classes as follows:—

3rd and 4th classes	704
5th, 6th, and 7th classes	3,017

The Inspector visited most of these schools during the year and found a larger number of boys able to pass their examination than there had been in the previous year.

The average cost of education per boy in the primary schools was Rs. 4-7-0 against Rs. 5-6-0 in preceding year.

Girls' Schools.—There are only three girls' schools in the district, one, at Chándpur; has proved a failure and been abolished. I have no personal knowledge of the condition of these schools, and am therefore unable to express an opinion; but the Deputy Inspector says that there is no improvement in this kind of education, owing to the want of good teachers, and that the people are very apathetic about it.

In addition to above there are five aided Mission Girls' schools and one Christian Girls' boarding school. The state of these is nearly the same as last year and calls for no remarks.

Scholarships.—Twenty scholarships are given from the halkabandi funds, *viz.*, 11 to boys attending at the zila school and 9 to those who are sent up to tahsíli schools to qualify for the standard of middle class vernacular examination. Besides these, two scholarships of Rs. 3 each are granted by the Municipal Board, Chándpur, to poor boys, and one by the Najibabad Municipality.

No Government scholarship was gained in the year under report by any one passing in the upper division of middle class examination.

	Rs.	a.	p.
Sale of Books.—During the year the sale proceeds of books amounted to	1,342	1	6
In 1881-82	768	5	6
Increase ...	573	5	6

General Remarks.—All the middle and almost all the primary schools remained unchanged as to locality. A few of the latter were transferred to places where a greater necessity seemed to exist and the transfers have been justified by the result.

The boys of classes I. and II. of the tahsíli and pargana schools pay two annas each as their fees, and those of the lower classes one anna each per month, but in the absence of free schools poor boys are exempted.

During the year under report fees paid into Treasury amounted to Rs.	430	6	0
The sum in 1881-82 was	383	8	0
Increase ...	46	14	0

Buildings.—The tahsíli schools at Dhámpur and Nagína and primary school at Nithor occupy Government buildings; the others are held in rented houses, except at Sherkot.

A new building for the tahsíli school at Chándpur has been sanctioned and the work is about to be put in hand.

I have of course not myself seen any of the buildings of the primary schools.

There are 49 Government buildings; two schools are held in rented and the rest in borrowed houses. The Deputy Inspector considers that most of the Government buildings are unnecessarily large, but it does not appear what remedy he would apply. At present a considerable outlay seems to be necessary to keep the houses in repair. The usual budget grant for this purpose is Rs. 800, in addition to which savings from other heads at the end of the year are also utilized for repairs and construction. During the year six new buildings have been erected.

Provision for repairs should not be less than Rs. 1,000 annually."

Nearly all the tahsíli and pargana school teachers are certificated. Of the halkabandi teachers, about half are certificated, and the number of passed men are gradually increasing. Nineteen students obtained Government employment in the course of the year on salaries varying from Rs. 20 to Rs. 5.

BUDAUN.—Revd. R. Hoskins, Member, for President. "The number of pupils remains substantially the same as in the preceding year:—

There were in 1881-82 ... ... 3,753 pupils.
Ditto in 1882-83 ... ... 3,748 ,,

but the pupils have been very much better taught owing to the system of reward and fines for results in teaching. In 1881-82, 1,350 pupils were promoted to higher classes: in 1882-83, 1,544 pupils were promoted; that is, this last year one per cent. of all the scholars were advanced to higher classes, which was a clear gain of 14 per cent. on the preceding year's mark. In the 7th class we required one-fourth of the pupils to be fitted for promotion as the minimum of mark for the year; in all the other classes one-third of the pupils have been taken as the minimum. If more than the minimum are promoted, the teacher is rewarded for each pupil in excess; if the number falls short of the minimum, the teacher is fined for each pupil of the deficit.

The fines and rewards range from four annas in the 7th class to two rupees in the 1st class.

If the teacher fails to pass the minimum in any one class, he loses all claim for reward for extra mark in all the other classes.

The results for the past two years were as follows:—

	Rs. a. p. Reward.	Rs. a. p. Fines.
1881-82	74 0 0;	38 2 0
1882-83	82 14 0;	58 8 0

In the year preceding there was a large apparent decrease of pupils, but this year the number remains the same as the preceding year, thus indicating that we now report only such pupils as are actually studying in the schools. Heretofore we had no means of correcting the registers, and the teachers persisted in entering the names of boys who did not attend schools for months together.

At the last middle class examination not a single boy passed in the district, and in all Rohilkhand only nine passed, whereas in the preceding year 75 passed in Rohilkhand. Evidently some of the examination papers were far in advance of the attainments of the boys. In the future, care should be taken that the examination papers become a fair test of the required attainments of these schools.

In the zila English school there were 145 pupils, of whom 88 were promoted, which was 60 per cent., and it indicates very satisfactory marks. About one-third of the pupils are Muhammadans; the fear of the English language among them is fast disappearing. The boarding-house is full, containing 24 boys, and additional accommodation for 12 boarders is needed. Under the careful management of Munshi Badri Parshad the food expenses have averaged Re. 1-12-0 per month.

The head-master, Maulvi Fazl Rasul, B.A., is devoted to his work and allows no partiality for any one; his zeal for his work sometimes detracts from the proper amount of suavity; still, taking him all in all, he is one of the best teachers this school has had. Six boys passed the middle class anglo-vernacular examination.

The American Mission sustain a boarding school for Christian girls with an average attendance of 54. Four girls passed the upper primary examination and eight passed the lower primary examination. This is an excellent school, in which the girls receive a substantial vernacular education and learn various kinds of needle-work. Considerable attention is now given to the study of music. The cost of the building, Rs. 7,500, was defrayed by a gentleman in America.

The Mission has also sixteen primary girls' schools containing 276 pupils. The girls usually remain three years in these schools and are married early in life. Consequently their education is somewhat limited, but a good part of them learn to read and write freely and get a fair insight into arithmetic.

The Mission also sustains a school for boys with both a vernacular department and an anglo-vernacular department, and boys are prepared for both middle class examinations.

Usually about one-half of the pupils are Muhammadans. The school satisfies a felt demand, where the expenses are light and the sons of the poor are not repulsed because of their poverty. The graduates find no difficulty in securing employment; many of them have studied medicine and are doing good service in the hospitals.

There are 257 private schools, containing 1,672 pupils. For a time it seemed that Government education would supersede all the indigenous schools, but latterly the current has changed and more and better qualified teachers are employed. The parents are willing to pay, provided their children make satisfactory progress. The custom of employing a private tutor for one or two boys is very prevalent. There are scores of these tutors who receive from five to twenty rupees per month.

Many parents are unwilling to send their children to the public school because the instruction in many cases is perfunctory and superficial.

The desire for education is reaching down to the classes. There are 2,682 Hindu boys in the Government vernacular schools, of whom are—

Káyaths	589
Thákurs	573
Brahmans	473
Baniyas	436

Turning to the lowest classes who are derived from the aborigines, we find including Chamár, Kahár, Muráo, Barhai, Dhobi, Kisán and similar grades, a total of 471, or about one-fifth of the Hindu pupils, are from the lowest grades. The same is true of the Muhammadans; there are in the tahsíli and halkabandi schools 1,065 Musalmans; of these 370, or one-third, are from the lowest grades, including Julahas, Teli, Butcher, Fakír, Hajjam and similar classes.

Nominally the management of the vernacular schools has been left to the members of the committee, but in fact the native members have not reached that point of enlightenment where they can take an unselfish and continued interest in the education of people not belonging to their own rank in life.

The Deputy Inspector, Maulvi Mohi-ud-din, has rendered very satisfactory service; he is prompt and punctual and devoted to his work.

The Sub-Deputy, Munshi Debi Parshad, is also an excellent officer and is deserving of a better post.

Four tahsíli, three pargana and ten halkabandi schools teach up to the middle class standard, but many of the teachers are poorly qualified, and consequently the pupils cannot successfully compete in this examination. It would be better to sustain fewer schools of the middle vernacular grade but rather to give scholarships to the few pupils in these classes that they may join some of the better tahsíli schools. The pupils are very anxious to succeed in this examination, for the best forms of employment are closed to those who have not obtained the certificate of passing.

The number in the upper and lower primary remain substantially the same as in the preceding year:—

	Lower primary.		*Upper primary.*	Total.
	Girls.	Boys.	Boys.	
1881-82	186	2,731	671	3,588
1882-83	178	2,817	651	3,646

We have to be satisfied with having only a small portion of the boys in our primary schools. Out of the male population of 450,000 we have but 2,500 boys in the primary schools, which is about one-half per cent. Still by degrees the people are learning to appreciate the value of education. Usually the children will not attend a school that is two miles distant from their home. In scores of villages the people are asking for schools, while they persistently neglect to send their children to the school two miles distant.

One cause of this indifference is that the teachers have followed a dreary routine and the pupils have learned almost nothing. After keeping the boy in school three years, the parent fancies that the child will never learn anything, and then he withdraws the boy from school.

Our scheme of fines and rewards has considerably stimulated the teachers and the promotions to the upper classes have greatly increased.

Number of promotions.

1881-82	...	Upper primary	...	270 ;	Lower Primary ...	1,025
1882-83	...	Ditto	...	281 ;	Ditto ...	1,222

Of the 140 teachers employed all but 12 are certificated men, most of them graduated at the Normal School, some of them passed the Normal School examination here in Budaun and some of them have received the middle class certificate. Latterly we increased the pay of most of the teachers, and probably in the near future very few of our teachers will receive less than eight rupees per month and some will receive twenty and twenty-five rupees. A really valuable teacher cannot be secured for six rupees per month.

From the local cess and municipal fund Rs. 884 were spent for scholarships ; of this sum the greater portion Rs. 594, were given to boys studying in the zila English school. To the boys in the English school usually three rupees per month were given, and to the students in the tahsíli schools two rupees per month were given.

We should considerably increase the number of scholarships. Of the 120 vernacular schools only 17 are allowed to teach up to the middle class standard: consequently in each scores of promising boys finish the studies of the 3rd class and have no opportunity to proceed any further.

Last year 115 boys completed the studies of the 3rd class and some 80 of these attended primary schools and cannot continue further studying, because the teachers for these upper classes are not entertained. We cannot provide scholarships for all, but we can do much more than has been done in the past.

Boys who have completed the studies of the upper primary classes can be prepared for the middle vernacular examination in about three years, but if the boy undertakes a preparation for the middle anglo-vernacular examination he will have to put in six to eight years' study. So that scholarships granted to students in the vernacular are the sooner vacated and the benefits of these scholarships are made available to many more students. In the future we must assist more students in the vernacular.

Every year it is becoming more difficult to secure employment in public service. New appointments cannot be indefinitely increased, and educated men will be compelled to engage in trades and occupations outside the genteel employment of teacher and writer."

10	became	patwáris.
1	"	writer.
3	"	teachers.
1	"	policeman.
15		

The report was written by the Revd. R. Hoskins, a member of the committee, who has taken great interest in the work, the President having lately taken charge of the district and there being no Secretary.

BAREILLY.—Member, Shaikh Ali Husain, Deputy Collector. "The year under report is the first in which the system of local self-government was introduced, and the Educational Committee was amalgamated with the Local Board. The office of Secretary to the Educational Committee was consequently no longer in existence, but the supervision of the working of the Educational Department was entrusted to me by the President of the Committee.

My duties simply consisted in receiving the different papers and reports for the committee and laying them before the meeting with any notes or information necessary ; also in recommending efficient persons for appointment as teachers, with some miscellaneous work.

The meetings of the Central Committee were held monthly and sometimes after a couple of months at the Town Hall, and all business being transacted by majority of votes.

Most of the members displayed sufficient zeal and energy in the discharge of their duties, and almost all the schools were personally inspected by them. Separate inspection books in the form of cheque-books were supplied to every school-master.

The members visiting the schools recorded the result of their inspection in those books in duplicate; the counterfoils being submitted to the District or Sub-divisional Boards for orders and information.

Most of the suggestions made by the individual members, such as the transfer of teachers, imposition of petty fines for neglect of duty, repairs to school-houses, supply of furniture, &c., were approved by the committee, and the President was gratified to find that in some cases some very sound proposals came to him. Every possible attention was given to the suggestion of the members, and the results have been on the whole satisfactory. From the more frequent inspection of halkabandi schools made by the members of the local board one great benefit has resulted, *viz*, that the complaints about the absence of teachers without leave are getting very few. They are afraid of leaving their places now, as the members do not visit the villages at given times, and seldom fail to report an absentee for punishment. These constant inspections will not only check the absence of teachers, but will also induce them to write more accurate returns. In some instances it has been proved that the daily registers were not faithfully written up.

The total number of vernacular schools in the district is (besides two schools supported from assigned funds) as shown below :—

(1) Tahsíli schools	6
(2) Middle schools	5
(3) Primary schools	104
(4) Girls' schools	2
Total ...	117

The total number of persons under tuition in the above schools was 4,376 against 4,010, the total number of 1881-82. This increase, though slight, is yet satisfactory.

During the last cold-weather tour Messrs. Hardy, Stoker, Shiam Singh and myself inspected a very large number of schools. The results of our inspection were communicated to the President by means of extracts from our tour diaries.

Out of the six tahsíli schools the one at the head-quarters of the district is the best. The teachers are efficient, and have been trying to improve the school as far as lies in their power. The school has a large attendance, but the present building, which is situated in a bad locality, is hardly sufficient to accommodate increasing numbers. Mr. McConaghey proposed the removal of this school to the house at present occupied by the head-master of the Normal School and the proposal will be carried into effect as soon as the new house for the head-master, which is in course of construction, is completed. Pandit Ram Narain, Joint Secretary of the District Board, has taken much interest in the improvement of this school, and the thanks of the committee are due to him. It is unfortunate as regards this school that out of seven candidates only one passed in the 3rd division at the middle class examination.

The Aonla tahsíli school has a very large attendance, and it has been considered expedient to extend the building this year. The result of the examinations held by departmental officers was bad. And I myself also visited it during the month of March and was dissatisfied with the result of the cursory examination that I had time to hold.

The progress of the school was to some extent impeded by sickness which was prevalent in the locality for many months of the year ; two of the more advanced pupils died.

The teachers were fined at the suggestion of Mr. Graves, the Divisional Inspector.

The Faridpur tahsíli school is improving, but no candidate passed in middle examinations.

The Mirganj tahsíli school is located at Shahi and is in pretty good condition. That at Nawábganj has not been very successful this year. The boys suffered from illness for several months, and could not of course prepare themselves for their examinations. The teacher is however a man of good abilities and will, it is hoped, do his best to improve it.

The Baheri tahsíli school was transferred to Shergarh by the committee, and is expected to do well in course of time.

The total number of students at the tahsíli schools was 541 during the year under report against 500 in that of the preceding year.

Out of the middle and primary schools about one-third are in good condition ; others seem to be rather backward.

During my cold-weather tour I inspected almost all the schools in Nawabganj sub-division and a large number in Faridpur. The defect that I found in most of the schools was that the boys did not understand the meaning of the harder words and were deficient in geography.

There are two female schools in the district, one at Lilaur, being an old one, and the other at Budholi, which was only established this year at my suggestion. Both of these schools are in excellent condition. The female teachers have been rewarded with the sum of Rs. 10 and 4 respectively. The number of girls under tuition at both these schools is 59.

Twenty-seven candidates went up for the middle class examination, but only two out of the number passed in the 3rd division. The standard of examination had been elevated, as remarked by Mr. Griffith :—

'A higher standard comes into operation this year and the certificates will henceforth be a greater distinction and indicate better scholarship.'

Kishen Lal, the Deputy Inspector, is an able and hardworking man, but he is sometimes found wanting in sound judgment and in close supervision over his subordinates. The Sub-Deputy Inspector, Gangadhar, has also worked hard. His inspection remarks are always very sensible, and on the whole he does his work with great credit. Both of these officers have been regularly on tour, and have inspected a proper number of schools.

The number of certificated teachers is 89 at present. Out of those who do not hold certificates more than 30 appear at the examination this year."

SHÁJAHÁNPUR.—President, Mr. Whish, C.S. "During the year under report there were open in the Shajahánpur district, excluding the High School, 113 educational establishments. Of these four are tahsíli schools and one a town or pargana school. The remainder are thus classified :—3 middle halkabandi, 29 upper primary halkabandi, 69 lower primary halkabandi and 7 municipal free schools, of which one is a Sanskrit school. The total number of scholars on the rolls is 3,799, of which 2,905 are returned as constantly attending school, but on this statement, of course, no reliance can be placed. The corresponding figures for last year are 3,650 and 2,934. The following statement will show at a glance the educational condition of the district and the progress or retrogression compared with the past year and with 1878-79 (five years ago). With reference to the double function of the committee of administrative control of the entire education of the district as well as tuitional superintendence of the free elementary instruction provided by Government, the results of Missionary and indigenous instruction, as far as they could be ascertained, have been included in the review. It is of course unfair to judge of the educational progress of a district by that of the Government seminaries alone. In the subjoined figures the upper classes only of so-called middle schools have been included in the first column, but the University (Entrance) classes of the High School have been referred to the same heading. Column 2 contains the lower classes of the superior schools as well as the purely primary establishments. The remainder of the schools (Missionary and indigenous) cannot be correctly classified; but it may be remarked that the instruction in the indigenous schools is all of the most elementary sort. The general result of the figures will, I think, be admitted to be satisfactory. The number of schools has decreased, but there has been a more than proportionate increase in the efficiency of those that remain :—

	Schools in which secondary education is provided.			Schools in which primary education is provided.			Missionary schools.			Indigenous schools.			Total.			Percentage on population.		
	1878-79.	1881-82.	1882-83.	1878-79.	1881-82.	1882-83.	1878-79.	1881-82.	1882-83.	1878-79.	1881-82.	1882-83.	1878-79.	1881-82.	1882-83.	1878-79.	1881-82.	1882-83.
No. of schools ...	9	10	8	117	121	113	2	2	2	254	246	238	382	379	361	·40	·44	·42
„ of scholars...	31	62	49	3,774	3,588	3,750	151	144	142	1,6[illegible]5	1,567	1,556	5,561	5,361	5,497	·58	·62	·64
„ returned as in constant attendance.	21	39	42	2,521	2,895	2,863	118	105	97	1,200	1,175	1,155	3,860	4,214	4,157	·40	·49	·48
No. passed ...	...	6	1	257	385	523	...	3	7	...	...	...	257	394	531	·27	·45	·61

The departmental officials have remained the same as last year. The credit of the tangible progress which I think it can fairly be said has been made in educational status undoubtedly belongs principally to the Deputy Inspector, Munshi Ishri Parshad. Shahjahánpur was, I suppose, the most backward district in the Division a very few years back, and this certainly cannot be said of it now.

The Sub-Deputy Inspector, Munshi Raghbar Dial, has been in the district a long time, 13 or 14 years; the Deputy Inspector speaks well of his work.

The office of Secretary has changed hands a good deal during the year. Mr. Mulock held charge till November, 1882, and Mr. Lambe from December, 1882, till 22nd March, 1883. I only joined the district on 26th March, 1883, but as I have been able to make a rapid tour through three tahsíls and visit three superior and a larger number of inferior schools, I am not quite so much in the dark as to the condition of education in the district as I otherwise should be; for neither of my predecessors have left on record any history of their administration. I think it should be noted that a portion of the improvement in education, if any be allowed us, must be attributed to the transfer of the office of Secretary from the Treasury Officer to a member of the European covenanted staff; for it is naturally impossible for an officer who does not go into camp to control the department properly.

There are in the district 8 vernacular schools in which secondary instruction is imparted This number comprises 4 tahsíli schools, 1 at the head-quarters of each tahsíl, 1 town or pargana school at Miranpur Katra, and 3 middle halkabandi schools at Badshahnagar, Jewan and Kawalnainpur. There is a decrease com-

pared with the previous years of two middle halkabandi schools, those at Sindhauli and Bangawan having been reduced to the status of primary schools. There is nothing to regret in this falling off. These two schools ought, the Deputy Inspector thinks, never to have been classed in the superior grade. There were 9 schools of this description in 1878-79.

Of the four tahsíli schools I have been able to examine those at Sháhjahánpur, Tilhar, and Jalálabad. The latter is in a very disgraceful condition, and the teacher is to be reduced and sent to a primary school. He has had ample warning, for the Inspector recommended the step last year, but the committee thought proper to give him a year's grace. Both the Tilhar and Sháhjahánpur schools are in a very flourishing condition. The latter I was especially pleased with; the progress made is really most encouraging, considering the miserably low ebb to which the school had dwindled before the appointment of the present teacher. The credit of this appointment belongs to the Deputy Inspector, who was able in recommending it to secure at once the promotion of an old pupil and the truest interests of the department.

The remaining school at Pawáyan is also well spoken of by the Inspector. Mr. Graves has not examined the three middle halkabandi schools, but has reported very favourably on the one pargana school of the district, that at Miranpur Katra. None of the schools in the district are provided with boarding-houses. The reason of this is that up till quite lately all the scholarships were given to the high school. The subject is receiving attention. The Deputy Inspector reports well of Badshahnagar middle halkabandi school, but not so well of the other two.

I do not quote the results of the annual provincial examination as proofs of progress or the contrary, because the universal opinion seems to be that this year's papers were either abnormally difficult or were marked with unusual severity. It may be mentioned, however, that one boy did pass (from Pawáyan tahsíli school). Only 22 candidates were sent up, so that there seems no reason to suppose want of care in selection.

The only other secondary educational establishment under the supervision of the committee (but not directly managed by it) is the Lodipur Orphanage of the American Mission. An abstract of the Inspector's report thereon is given below :—

'The school is so well and so favourably known that I need scarcely say that the good work it accomplishes renders it most deserving of all the aid that can be rendered to it either by Government or by private agencies.'

Turning now to the most numerous and important class of schools in the district; those which provide the free elementary instruction which it is the special object of the education tax to place within the reach of the masses of the population, we find the following results, which are best exhibited in a tabular form (numbers include lower classes of superior schools) :—

	1878-79.	1881-82.	1882-83.
Number of schools	117	121	113
Roll	3,774	3,588	3,750
Number of upper primary schools, *i.e.*, those having a 3rd and 4th class.	36	37	37
Number of lower primary schools	62	72	65
Number of schools not rising to full standard of lower primary, *i.e.*, not having a 5th class.	19	12	11
Number of passed scholars ...	766	1,175	1,527
Number of scholars drafted on scholarships to superior schools.	16	20	25

The falling off in number of schools has already been commented on. It will be observed that there is no appreciable increase in roll numbers. Were this attributable to increased accuracy in registration, it would be no matter for regret; but I fear it can hardly be said that this is the case. My own experience of the district, small as it is, has been sufficient to prove how universal is the practice of keeping show-boys for production before inspecting officers to swell numbers and pass examinations. The question of how to ensure faithful record of actual facts is one of the 'burning' ones of educational policy. One difficulty connected with the subject is how to arrange for the elimination from the registers of pupils who merely put in an appearance at school and do not come to study. The present rule is that any boy who is present within an hour of either of the two school times which most teachers appoint during the day, is entered as in attendance. But it is obvious that this plan does not meet the exigencies of the case. The subject is under consideration.

The figures under comment undoubtedly show a gratifying increase in status, and this is all the more solid a proof of progress, because the classification adopted in this division appears to be framed on a higher standard than elsewhere.

Mr. Graves himself told me this in corroboration of an opinion hazarded as the result of examination of some of the schools.

The numbers of passed scholars and of those who have made primary schools their stepping-stone to superior education (scholarship-holders) both show decided increase. This is certainly legitimate matter for congratulation.

In the numbers referred to above are included 7 municipal free schools, one supported by Tilhar Municipality and the other by the city 'corporation.'

The subjoined table shows the number of elementary schools under the general supervision of the committee, with the roll numbers and examination statistics as far as can be ascertained, and the Inspector's opinion on their condition :—

Boys' (Mission) Schools.

	1878-79	1881-82.	1882-83.	
Number of schools ...	2	2	2	The two schools comprise Vernacular Department, city Mission and Khera Bajhera. The former is not favourably reported on by the Inspector. His remarks regarding the latter are as follows :— "On the whole, I consider that the school has improved, and I recommend a continuance of the grant."
Do. on roll	151	144	142	
Do. passed	...	4	8	
Do. considered in a satisfactory condition by the Inspector.	2	2	2	
Do. considered in an unsatisfactory condition.	...	...	...	...

Girls' (Mission) Schools.

	1878-79.	1881-82.	1882-83.	
Number of schools	10	14	14	Of these 14 schools, 12 are located in the city of Sháhjahánpur and 2 at Khera Bajhera The city girls' schools are directly managed and superintended by the Mission ladies without interference of the Educational Department. Inspector's remarks on the Khera Bajhera schools are as follows :— "The schools are deserving of the small grant they receive."
Do. on roll	196	275	294	
Do. passed	...	...	...	
Do. considered in a satisfactory condition by the Inspector.	10	14	14	
Do. considered in an unsatisfactory condition.	...	...	...	

The figures relating to indigenous schools were given in the tabular statement appended to the introduction, and it is therefore unnecessary to repeat them.

The average number of pupils in each is very small, not reaching over 7 pupils a school, the Deputy Inspector thinks, 31 are religious schools (28 Muhammadans and 3 Hindus), in which the Koran and Shasters are taught. The Koran is taught as to a parrot, but in the Sanskrit schools, where the Hindu scriptures are studied, a more intelligent system is said to prevail. I visited one of these Sanskrit schools and found this to be the case.

It seems a matter of regret that none of the girls' schools once supported by Government still survive. I cannot believe that the people are so utterly indifferent to female education as to make it impossible to keep at least one or two up. In one village school I found little girls reading with the boys, and I am told that this is the case also in another school. The father of these girls spoke with bitter regret of the iron chain of caste prejudice, which would drag them behind the pardah as soon as they become old enough to study with intelligence. Attention will be paid to this subject, which it must be admitted is one of the highest importance.

Of the above schools 64 are located in Government buildings. There seems to have been very little discretion exercised in the past in building schools, and committees generally, I fancy, are hampered in their endeavour to remove bad schools by the presence of these erections. Now a new building is never sanctioned until several years' experience has demonstrated the fact that it will be really useful. Schools are generally built of mud in this district. Two schools have been built within the year, and more could not have been done with the limited funds at the disposal of the committee, from which they have also to provide their annual repairs.

Of the teachers appointed to the primary schools 74 have certificates from the Normal school. These certificates, however, prove little or nothing with regard to qualifications. Not only were the educational standards of old days extremely low, but no one can possibly say how the certificates were obtained. It is therefore clear that the only way to ensure efficiency among halkabandi teachers is not to regard the certificated incumbents as entitled to exemption from an administrative scrutiny, prompt to punish, and even dismiss where necessary, but equally ready to reward where rewards have been earned.

Mr. Mulock was anxious to establish training classes for patwáris in each tahsíli school. The idea seems an extremely good one and worthy of general adoption.

The Director of Agriculture and Commerce was addressed by Mr. Mulock on the subject, but no reply to his proposal has yet been received.

It is of course useless to expect patwáris to go out of their district to study, and the establishment of tahsíli classes for them would not only gain that all-important object, their efficient training, but also benefit the public generally by enabling boys who wished to gain some knowledge of surveying and other subjects connected with agriculture to attend them.

Knowledge in this country is not valued for its own sake, but as means to a special end; and the success which has attended all kinds of special and industrial schools seems to point out this as a field in which real progress may be made.

The entire numbers of scholarships available in the district (16) were up to the year under review given in the high school. Four have now been relegated to the tahsíli schools, for which they were originally intended. Scholarships are awarded in Sháhjahánpur to the poorest boys among the qualified, instead of to the most promising among the poor. One or other of these methods of selection seems adopted in most districts where any system is followed, and either is better than the ordinary one of nomination, which of course results in the appointment of those who have most interest, and therefore need help the least.

The subject of books is too lengthy to be entered upon in an administration report, and remarks of a general character would be out of place. At the same time I cannot help recording the conviction forced upon me by the examination of a large number of village schools, that not only is reform necessary in the matter of books, but in that of curriculum also, which is a subject which falls naturally within the present section.

I will instance only one thing, or this report will spin itself out to an unreasonable length. It seems quite hopeless to attempt to teach village boys history and geography. The time spent upon these subjects seems utterly wasted, and when they are taught it is only a string of meaningless names which is committed to the memory. I believe it is well known that the only way that boys pass the middle class vernacular examination in history is by answering the questions in the words of the book. On the other hand, Hindustani lads are wonderfully quick at arithmetic, and the time wasted in forcing their intellects into grooves where they refuse to go, if spent in working up their reckoning faculties, a subject generally neglected, would at least make them good mathematicians. As in other departments, our educational administration seems formed too much on western lines, and without due regard to the peculiarities of the country.

The following table shows the number of students who have obtained situations in the public service with the average rates of pay obtained by them:—

	1878-79.	1881-82.	1882-83.
Number of students	7	9	14
,, passed the middle vernacular examination ...	...	1	3
Average pay	7	7	8

One feature of these figures, the small number who passed the annual examination, gives rise to some serious considerations. First, if the examination is to be as prohibitively difficult as it was this year, the number of passed candidates appointed to the public service must remain as small as at present, or even decrease; and secondly, boys will continue to leave school, as they do at present, without waiting for this impossible test, and accept inferior service when by remaining at their studies they might have qualified themselves for something better. That there will be no lack of anxiety to qualify, provided proper facilities are afforded, may be safely concluded.

The melancholy disproportion between Hindu and Muhammadan people continues.

In conclusion, it remains to sum up the general results of the foregoing. It will be admitted that progress has been shown in nearly every department.

The income from fees has increased, the roll numbers have increased notwithstanding the decrease in number of schools, inspection is more efficiently carried out, scholarships are greatly valued, and a general desire for schools seems to exist in the district.

Reasons have been given above for not considering the failure in the provincial 'little go' as reflecting unfavourably on the district. In the district examination tests the progress made is very remarkable, and the increase in sale of books must not be forgotten. To the above must be added the rise in number in the higher classes and the increased efficiency of the higher schools. I may, I think, safely say that any district which can show such a thoroughly flourishing head-quarter tahsíli school as ours is, may claim that education is duly appreciated in it. On the whole,

it seems clear that the district has taken a very remarkable start in its public instruction, and one which one can only hope will be kept up. At the same time there is the uncomfortable feeling that our elementary education does not reach the masses of the people and is not valued by them, and the conviction that something must be done in the way of reform.

To strike the balance fairly between elementary and superior education, to ensure efficiency in the teaching staff, there are two objects which appear the most important of all in the 'Education question.' With regard to the latter, efficiency of teachers, a plan of mine was tried a year or so ago by the Budaun Committee, I was amused to see without acknowledgment, *viz.*, 'payment by results.' The committee's last year's report has pronounced this plan to be a success, but of course it can only work a limited amount of good.

On the whole, we may anticipate that, sooner or later, some efficient plan of working the administration of elementary schools will be devised, as not only are we in daily expectation of the 'legacy' of the Education Commission, but the attention of all officers is directed towards the subject. This alone will ultimately ensure success, although the methods of attaining it may be various. I cannot resist the temptation to say a good word here for three branches of study, which seem to have been left out in the cold rather—English, and female education, and the Indian classics.

The study of English will soon be an indispensable preliminary to Government service. For the Muhammadans of India it seems all-important that their unfortunate prejudice against the Saxon tongue should be overcome.

For the Hindus it seems equally necessary that enlightenment should penetrate behind the pardah, and enlist the women on the side of civilization. I cannot resist a conviction that for those who cannot or will not study in European fashion, it will be some compensation to become acquainted with the classical literature of their own tongues. In this district we have one Arabic and one Sanskrit school, but not a single girls' school, nor one where English is taught. May not a portion of our endeavour be legitimately directed towards these objects—objects which were so dear to the great philanthropist who created the Educational Department?"

PILIBHIT.—President, Mr. W. Whalley, C.S. "Three new schools have been opened during the year, making the total number 57. With one or two exceptions, which the committee have under consideration, all the above schools are well attended and are working efficiently.

These schools are classified thus :—

Middle schools	8
Upper primary schools	24
Intermediate "	8
Lower primary "	13
Beginning	4
	57

The number of upper primary schools has risen from 8 in 1880-81 to 13 in 1881-82 and to 24 in the year under report.

Fifty-two of the schools were examined by the Divisional Inspector.

The number of boys on the roll has risen from 2,020 to 2,093, and the average daily attendance is 1,748, or 84 per cent., which is believed to be a high ratio.

Twenty-one candidates were prepared for the middle class examination, but three of the candidates were unable to appear on account of sickness, and the most promising of them all, Shadi Lal, of Bisalpur, succumbed to cholera. The rest were all unsuccessful. The total failure of the candidates was quite contrary to expectations, and must be attributed in part to prevalent sickness and in part to the unusual severity of the examination. It is observed that the misfortune of Pilibhit in this respect is shared by the populous districts of Budaun and Moradabad, and the inference is that the failure was due to general causes and not to any local defect in the teaching. Only 9 candidates in the whole Rohilkhand Division were successful against 69 of last year.

In the examination held by the Inspector a fair proportion of boys were passed, *viz.*, 69 out of 94 in the upper primary and 205 out of 232 in the lower primary classes—results which compare very favourably with those of previous year and show definite progress.

The examination of the tahsíli schools at Bisalpur and Jahanabad also gave creditable results and showed a marked advance beyond the status of the previous year. In both schools all the scholars of the 2nd and 3rd classes passed the Inspector's examination successfully.

The return shows more schools inspected and more miles travelled than in the previous year, and the inference suggested regarding the zeal and diligence of the Deputy Inspector, Karamat Ali, is corroborated by general opinion.

The girls' school in Pilibhit has had its meed of praise in successive annual reports and maintains its reputation, which is due to the pains and the ability of the teacher It was examined by the Inspector on 15th December last, when 51 girls were present and 33 passed.

On the whole, the committee has every reason to be satisfied with the progress of education in the district during the year."

ALLAHABAD DIVISION.

CAWNPORE.—Secretary, Mr. Impey, C.S. "The District School Committee as a separate body ceased to exist from May, 1882. In accordance with the new local self-government scheme, as laid down in Resolution No. 5 of 1882, dated 14th March, 1882, the superintendence of the education of the district was made part of the work of the General District Committee, and the two committees—the Educational and the Local Fund—were amalgamated. I myself was appointed Secretary to the District Committee, but Mr. Bartlett, Joint-Magistrate, became Secretary to the Educational branch of the committee, and the schools have been throughout the year, until his transfer on the 20th March, under his special supervision.

The present constitution of the committee being, I believe, only temporary and tentative, it is unnecessary to criticise at length its management of the business under its control. I would merely point out that it was overburdened with work, having great demands on its time. Besides Education, it has to supervise the Arboriculture, Medical, and Public Works Departments, the last mentioned being particularly heavy. In a large district like Cawnpore it is impossible for a committee to thoroughly supervise or even to exercise as a body more than a nominal control, unless the members can be induced to meet very frequently and discuss for several hours educational matters alone. The committee met once a month throughout the year and devoted as much time as could be spared to the passing of bills and the consideration of such matters as it was possible to bring before it. Several members individually take a great interest in education, especially with regard to the parganas in which they own land: notably Shaikh Altaf Husain in Bhognipur and Chaube Sadhari Lal in Shiurajpur. From such and from the tahsildars much assistance was obtained. Many members examined during the year a number of schools in their parganas and reported the result, a proceeding at first resented by the teachers, and therefore an excellent check upon them.

Pandit Chinta Man, as before, was Deputy Inspector throughout the year: while absent on three months' leave the Sub-Deputy Inspector, Badri Din, officiated for him. Chinta Man was old and not up to the work; he has since retired on a pension. Badri Din worked well, and the committee have no fault to find with him.

The Educational Secretary and all the Magistrates while on tour in the cold weather examined schools here and there throughout the district as usual.

Secondary Education.—There were only 24 middle schools this year as compared with 32 of last year. This is due to the committee having reduced by 9 the number of halkabandi schools allowed to teach up to the middle class standard, with a view to an increase in the efficiency of the remainder. The 24 middle schools consist of 12 tahsili and pargana schools, and the upper classes of 12 halkabandi schools. A new tahsili school was opened at Shiurájpur, the head-quarters of the tahsil: this school had previously been at Shiuli, which has now become a pargana school. The reduction of the so-called middle schools, though not popular with the teachers, is a decided improvement. In spite of this reduction, the recorded number of scholars shows a decrease of only 19 on those of last year.

Out of 83 boys who went up, only 5 passed the middle class vernacular examination this year, which seems an extraordinarily small number when compared with the large number (21) that passed last year. The standard however has been raised, and the papers of questions were much more difficult, especially in arithmetic, in which failure was general. The number will stand comparison favourably with the other districts of the Division. Of the 5 who passed, 3 were from Bilhaur tahsili school, 1 from Narwal and 1 from Generalganj, (Cawnpore. The Bilhaur tahsili school still keeps its place as the best in the district. An extra assistant teacher has been appointed and a boarding-house built. Many of the others are well looked after by the teachers, and there is no reason to believe that there is any deterioration in the instruction.

Primary Education.—There were 185 halkabandi schools as compared with 184 of last year: one new school was opened at Gajan. Of these 185, 163 were halkabandi boys' schools, 6 halkabandi girls' schools, 12 lower classes of tahsili and pargana schools, and 4 municipal schools. During the year one of the 6 girls' schools, the one at Shiuli, was closed, as the number of girls being taught was too small to warrant its continuance. The girls' school at Rajarampur was removed to Saibasu, where, it is hoped, it will be more successful, and boys' schools were removed from Jot, Nauha Naugaon and Kurhawal to Rampur, Raipur and Hathama, where there is more chance of success. The number of the girls on the rolls show a decrease of 25, which cannot wholly be accounted for by the closing of Shiuli school; the nominal roll of boys shows an increase of 100 over those of last year.

The state of education in the halkabandi schools is much the same as last year. A new sanitary primer has been distributed for use and is an improvement on the old class book. Nine teachers came from the Normal school and obtained appointments in the district: 17 boys were sent to be educated there, arrangements having been

made by the committee to contribute a larger sum for this purpose, to obviate the difficulty in obtaining qualified teachers.

Thirty-one boys were appointed teachers and assistant teachers at salaries varying from Rs. 5 to Rs. 8. There is no record of any having obtained other employment elsewhere. No new schools were built during the year, but those at Nonare and Jahangirabad were completed. Rs. 1,335-1-6 were spent on repairs of halkabandi schools. A new boarding-house has been built at Bilhaur at a cost of Rs. 500. The Derapur boarding-house, which was never used and is not required, was dismantled, a small portion being repaired as a master's house. The Derapur school, which fell down in the heavy rains, has also been repaired or almost rebuilt at a cost of Rs. 999.

Scholarships to the following amount were awarded: at the zila school Rs. 380-13-3, at the tahsíli schools Rs. 384-10-8. Rs. 89 were paid as rewards to teachers, and books of the value of Rs. 162 were distributed as prizes amongst the boys.

The zila school was placed under the financial and administrative control of the committee by Resolution No. 5, dated 14th March, 1882, but beyond passing the monthly bills the committee have not supervised it in any way. The educational authorities themselves are doubtful as to whether the school is under the local committee or not, and there has been some correspondence with them on the subject, as they appear to consider that it is still, exactly as before, under departmental control. The school being situated within municipal limits, part of the expenditure will apparently (under Resolution No. 106, dated 29th May, 1882,) be debited to the Municipal Committee and the control transferred to that body. Pending final orders on these points, the commencement of several proposed buildings with other matters has been postponed for the present."

FATEHPUR.—Secretary, Mr. Bartlett, C. S. "Mr. Punnett held the office of Secretary almost during the whole year, I having joined the district only on the 22nd March, 1883.

Zila School.—This school is under the immediate supervision of the Inspector, who visited it on the 19th March, 1883, and to whom a separate report on its administration has been submitted direct by the head-master. It is therefore unnecessary to make any remark here beyond that it was accidentally burnt down on the 5th January last and that the projects for a new zila school are under preparation for submission to the Commissioner. The present building, in which the zila school is now held and for which a monthly rent of Rs. 13 is paid, being found unsuitable, the tahsíldar and headmaster have been directed to look out for a more suitable building.

It is needless to say anything about the uncomfortable state of the boarding-house, though having been mentioned in previous years' reports. It is sufficient to say that no measures have yet been taken to make it more suitable. The number of boarders at the beginning of the year was 38, to which 3 self-supporters were added during the year, making a total of 41, of which 2 appeared for middle class anglo-vernacular examination, and one passed and proceeded to the Allahabad High School to pursue his study there, and 9 left the school. There were thus only 31 at the end of the year.

The number of middle schools during the year was 12, the same as last year; comprising 6 tahsíli, 1 pargana and 5 halkabandi schools, and containing 53 pupils of 1st and 2nd classes with an average daily attendance 52·49 against 68 pupils with an average daily attendance 66·52 in the previous year. Of these 53 pupils 29 belonged to tahsili, 2 to pargana and 22 to halkabandi schools. Out of the 13 boys sent up for the middle class examination only 3 passed, one in 2nd grade and two in 3rd grade. The pupil who passed in the 2nd grade has been allowed a scholarship of Rs. 3 per mensem, and he has the intention of going to the Normal school at Allahabad to pursue his studies there—his age being too high to allow him to be admitted into the zila school here.

There were in all 105 primary schools during the year against 108 in the previous year, showing a decrease of 3. These primary schools comprised 6 tahsíli, 1 pargana, 2 municipal and 96 halkabandi schools and contained 3,634 pupils of the 3rd and lower classes (against 3,285 in the previous year) with an average daily attendance 2,704·95. The distribution of the boys of the 3rd and 4th classes in the upper division and of the 5th, 6th, and 7th classes in the lower division is shown below:—

	Tahsíli.	*Pargana.*	*Municipal.*	*Halkabandi.*	*Total.*
Upper division	36	3	7	324	370
Lower do.	215	30	87	2,932	3,264

The large proportion of boys in the lowest classes is in my opinion far from satisfactory. I have generally found that the 7th class boys are taught nothing, and that they are only entered on the register to swell the numbers. The increase in the number of boys by 349 is due to the exertions of both the teaching and inspecting staffs. The total expenditure on these schools was Rs. 14,157, the cost of educating each scholar Rs. 5-3-9, and the cost to Government Rs. 5-3-4. Of the 692 pupils who appeared for examination, 87 passed in upper grade and 275 in lower grade.

There is no primary school for girls in this district.

The number of schools inspected by the Inspector was 49, as follows :—

Tahsíli schools	6
Pargana „	1
Municipal „	2
Halkabandi „	40
Total ...	49

Among these 49 schools 19 showed signs of improvement, 19 were in a stationary condition, and 11 had positively declined. Of 5 schools the teachers were recommended for promotion, of 3 for reward, of 10 for reduction, of one for fine, and of 5 for dismissal. The Inspector's recommendations will shortly be carried out as far as possible.

My predecessor inspected all the schools with the exception of 4 or 5. I think, therefore, that a considerable proportion of the improvement in the condition of education in this district may with justice be attributed to his exertions.

The Deputy Inspector, Munshi Sri Narain, joined this district on 28th May, 1882, having been transferred from Azamgarh. My predecessor, Mr. Punnott, speaks well of him, and apparently there has been a decided improvement in education in this district during the year, an improvement which was certainly required, and which can certainly be repeated with advantage this year as well. The Sub-Deputy Inspector seems too to have done good work during the year.

To sum up, the results last year in the matter of education compare favourably with the results of the previous year, but considering the unsatisfactory condition of most of the schools, there is still vast scope for further improvements, and I trust that such improvement may be shown during the year 1883-84. I am certainly not in favour of an increase in the number of schools ; in fact, I have a decided objection to keeping schools open in order that masters may receive pay for nothing ; but I hope that the schools, though reduced in number, may become more efficient during the next year."

BÁNDA.—Secretary, Mr. Guthrie, C. S. "*I. High Class Schools.*—The usual annual report on the working of the zila school, Bánda, has already been submitted through the proper authorities by the head-master. This school has improved somewhat both in point of efficiency and in point of attendance, but still remains considerably below the average standard of efficiency for these provinces. It is worthy of notice that in the report referred to, the head-master strongly disapproves of the resolution passed by this committee last year to limit the number of scholarships attached to the zila school and distribute them more throughout the district. This change was made on the recommendation of the Divisional Inspector, who considered the then existing state of affairs anomalous. The result of the resolution has not yet been seen, since a proviso was naturally made that none of the existing zila school scholarship-holders should be dispossessed. The first of these vacated his scholarship only last month (April), and as there does not appear to be great unanimity in the committee, as at present constituted, as regards the good policy of the late change, the question is likely to be shortly revived. There is certainly a good deal to be said in favour of bringing the holders of scholarships into the city, giving them comfortable quarters at the boarding-house where they may prosecute their studies quietly and under presumably the best masters, and submitting them to more supervision than can be exercised at a tahsíli or pargana school. The proposal of the head-master, that the committee should have no voice in the selection of the boys to whom it disburses the scholarships, is not likey to meet with the approbation of that body.

The number of boys at the boarding-house is still small, there being now only 13 : 7 self-supporting and 6 scholarship-holders. Arrangements are being made to increase the accommodation in view of increasing numbers.

II. Tahsíli and Pargana Schools.—No change has been made in the number of tahsíli schools, which are 7 in number, *viz*, one for each of the 5 tahsíls in the Bánda sub-division of the district, except Augási, which is rather behind the other tahsíls in point of educational efficiency, and one for each tahsíl in the Karwi sub-division.

The pargana schools are two in number as before : one, Matauudh, in Bánda pargana, the other, Rajapur, in Chibu.

Taking tahsíli and pargana schools together the total number on the roll is 10 per cent. greater than it was last year and 19 per cent. greater than the year before. All the schools, however, do not show an increase. The roll at Karwi has been increasing considerably since last year, but the numbers are less than they were in 1881. This is hardly a matter of surprise when there is a well-conducted anglo-vernacular school in the same town. Mataundh is the only other place which shows a decrease in the roll, and that is only a slight one. On the other hand, the two most populous towns in the district, Bánda and Rajapur, show an increase of 40 and 20 per cent. respectively.

It is not satisfactory to find that the average daily attendance has somewhat decreased in tahsíli and pargana schools. If the figures are to be trusted, this seems to show that the people are willing to send their children to school and enroll their

names with that intention, but afterwards find themselves unable to dispense with their assistance at home. But it is not improbable that, in the absence of constant supervision, the rolls are still carelessly kept, or it may be that the increase on the roll is a nominal one, due to the eagerness of a master to fill his school, without first ascertaining whether new boys are able to become regular attendants. It is a difficult but most important matter to have trustworthy lists of attendance. A high average daily attendance is a better sign of advancing education in a district than a good show of names among the pass men at a higher examination.

At the middle class vernacular examination one boy passed (from the Bánda school) out of 14 candidates.

The report on the efficiency of these schools are favourable in the case of Mataundh, Sindhan, Kalinjer, and Karwi, and unfavourable in regard to Bisenda. Bánda tahsíli school is very highly spoken of by the Inspector.

III. Halkabandi Schools are now 121 in number. The sanctioned number is 125, and the default is due to the closing last February of the four schools of Kanwara, Jari, Parsaunda and Bichwahi, which were too ill-attended to be worth keeping up. It is not yet decided at what villages schools are to be started in order to make up the deficiency. The number of schools in the district was reduced from 147 to 125 in October, 1880, with the view of giving larger salaries to schoolmasters and attracting good men. It is doubtful whether the change has had the desired effect.

The number on the rolls has increased a little since the previous year, being now 3,498, and the average daily attendance, assuming the registers to be carefully and conscientiously kept up, is very satisfactory.

The list of teachers shows a good percentage of certificated men, nearly 60 per cent. as compared with less than 50 last year. It is satisfactory to find we have so many men presumably qualified for their duties, even though we have no guarantee that they have the firmness, steadiness, and power to interest their pupils so essential in teachers, or what is perhaps more important among simple but backward people, the sympathy and confidence of the villagers.

IV. Municipal Schools.

Number of schools.	Roll on 31st March, 1883.					Average daily attendance.	Cost.
	Hindu.	Muhammadan.	Christian.	Other.	Total.		
							Rs. a. p.
3	89	18	...	...	107	71	389 4 5

The Bánda Municipality maintains now three schools one in each of the mohullas of Aliganj, Khinni naka and Katra naka. All three are good schools. The average number on the rolls in each is 30, certainly rather low in a fairly populous town, and the average daily attendance at each is 23. This daily average has been gradually falling away since 1880, which is not a good sign.

V. Indigenous Schools or village schools supported by zamíndárs and others, voluntarily are of course not under the committee, but it is interesting to notice from the annexed table compiled by the Deputy Inspector that there are now over 100 such schools with a fairly large attendance. There are no signs of any decrease in numbers of schools or attendance. The subjects taught are Persian (the *Gulistan* and *Bostan* chiefly) in a good many, and Hindi with a little arithmetic, and field measurement in most. I regret that I cannot speak from personal knowledge of the system of instruction in these schools.

Table of Indigenous Schools.

Pargana.	Number.	Roll on 31st March, 1883.					Yearly cost.
		Hindu.	Muhammadan.	Christian.	Other.	Total.	
							Rs.
Bánda	18	105	92	...	...	197	512
Pailani	20	99	9	...	...	108	380
Augási	6	66	13	...	...	79	360
Darsenda	9	53	12	...	...	65	180
Cítibu	18	175	7	...	...	182	349
Tirohan	11	105	5	...	...	110	360
Badausa	6	41	4	...	...	45	250
Seonda	14	83	2	...	...	85	288
Total ...	...	727	144	...	...	871	2,679

VI. Aided Schools.—The system of granting aid to schools has not proved successful in this district. The system has been tried in the case of five schools, from all of which the grant had to be withdrawn, with the exception of one in Darsenda, established in September, 1882, where it is still given. It was found that the zamíndárs withdrew their support to the schools after the aid began to be given, so that there was no alternative between a Government school and no school.

The other aided school in the district is the subscription school at Karwi, for which a grant has just been obtained.

VII. Private Unaided Schools under committee's supervision were, during the year under report, one at Karwi Khas and the other at village Khandeh.

The Karwi school being now aided, the only school now coming under this head is that at Khandeh, supported by Chandi Din Dube, zamíndár of the village and member of committee, which has a small roll of 6 boys. The subjects taught are English and Persian, besides the ordinary subjects. There is an unsatisfactory Government school at Khandeh, which is a considerable village of over 3,000 inhabitants.

VIII. Private unaided school not under the committee: this is the S. P. G. Mission School, of which the roll is appended :—

School.	*Roll on 31st March*, 1883.					Average daily attendance.	Cost.
	Hindu.	Muhammadan.	Christian.	Other.	Total.		
							Rs.
Bánda, S. P. G. Mission,	87	25	4	...	116	100·45	800

XI. School accommodation.—Three new buildings were started during the year, *viz.*, that at Badausa now completed, and those at Pawaiah and Pangara, which have just been taken in hand.

The school building at Rajapur has been finished in a very satisfactory manner and is compact and substantial, but it has unfortunately proved too small, and the lowest class is now taught separately in a hired building.

The tahsíli school at Mau is in course of construction.

X. Qualifications of teachers.—The number of teachers who have and have not obtained Normal school certificates is shown below :—

Normal school certificate-holders are—	
Tahsíli	12
Pargana	3
Halkabandi	88
Municipal	1
	99
And non-certificated teachers are—	
Tahsíli	3
Pargana	1
Halkabandi	54
Municipal	2
	60

Teachers are selected at present in three ways: either on certificate of ability, or on examination of Deputy Inspector or Secretary, or on nomination of zamíndárs of the village.

Eleven men from the district were under training at the Normal school during the year, and are about to return to their posts.

The cases in which teachers have absented themselves without leave have happily been less numerous than last year. It is very difficult to exercise any degree of supervision over school-masters in out-of-the-way villages. In places where the zamíndárs do not take much interest in the welfare of the village school, the master has his time very much at his own disposal, unless he is really conscientious in keeping up his register. Cases are not unfrequent where officers in camp visit a school only to find it shut up and the master not to be found. There is the risk of detection by an inspecting officer, but what are the chances in an out-of-the-way place of such an officer's coming? It is on this account that visits to the village site for inspection are mainly so much preferable to the plan of driving or enticing half the school to a distant camp which has sometimes to be resorted to.

The number of teachers who have been dismissed in past year, 20 including assistants, is still unfortunately great.

The average pay of the teachers having decreased unduly, partly owing perhaps to the gradual neglect of former rules of committee regarding the classification of teachers into grades, the committee at its last meeting made the following classification, *viz.* :—

Grade	I.	10 teachers at Rs.	10	per mensem.	
„	II.	10 „ „	9	„	
„	III.	30 „ „	8	„	
„	IV.	all other „ „	7	„	

All Naibs at Rs. 6 per mensem.

XI. Meetings of Committee.—There were eight meetings of committee during the year, the average number of members present being 9. The non-official members unfortunately do not very often favour the committee with an expression of their opinion on educational subjects.

XII. School Inspection.—The number of schools examined by the various officers was as follows:—

Deputy Inspector	336
Sub-Deputy Inspector	256
Inspector	52
J. O Miller, Esq., late Secretary	18
Munshi Janki Parshad	8
President	1

I regret that, having been appointed Secretary after the close of the camping season and being new to the work, I have only visited a few schools in the neighbourhood in a demi-official manner."

HAMÍRPUR.—Secretary, Mr Whish, C. S. " The number of schools of all classes (excluding the zila school) open during the year was 76, having a total enrolment of 3,070 scholars, of whom the average attendance is returned at 2,560. Unfortunately it is impossible to place much reliance on the latter figure. Orders have been issued with a view to obtaining reliable statistics on this all-important head. The following are the coresponding figures for last year and 1877-78 (five years ago), a comparison of which with the above, will give some idea of the progress of education in the district:—

	Schools.	Roll.	Attendance.
1881-82	77	3,489	2,822
1877-78	89	3,540	2,662

The first column is the only one that is at all reliable. It seems at first sight that it points to a decline in educational status. But unsatisfactory as is the general condition of the district from an educational point of view, I should hesitate to regard the decrease in number of schools as a proof of it. In fact, I should like to close the majority of the schools in the south of the district and devote the money and time annually thrown away on them to improving those that remain, which might then show real progress.

The system of control appears practically unchanged, as the modification of power introduced under the self-government scheme is neither clearly understood by those concerned, nor (with the expected action on the report of the Education Commission to look forward to) believed to be permanent. All friction and inconvenience is avoided by the committee inviting the action of the departmental officials in such matters as the appointment and dismissal of the superior class of officials and teachers. It seems, however, necessary to provide for due attention by the committee to the Inspector's recommendations, which, I think, should invariably be given effect to *without question.*

Munshi Kanhaya Lal was in charge of the office of Deputy Inspector (to which he holds the permanent appointment from 18th January, 1882) from the beginning of the year until 2nd August, 1882, when on proceeding on leave on private affairs (now prolonged on medical certificate) he was relieved by the present incumbent, Munshi Ramavatar, as Officiating Deputy Inspector. The latter officer has been working extremely well, and it would be a good thing, I think, to appoint him permanently.

The Deputy Collector, Munshi Fazl Azim, and some tahsildars have inspected and examined a large number of schools, in addition to the departmental supervision. The Deputy Collector especially has given most valuable assistance to the committee, and it is strange to find that he is not a member thereof

I have myself examined most of the superior schools and all but two or three of the halkabandi schools in the south of the district, where I have passed the cold weather, and several in other parts

The higher classes of educational establishment in the district comprise the zila school, 6 tahsili 1 pargana and 4 middle class halkabandi schools. Personally I know too little of the zila school to say anything about its status, as I have been but a very few days in Hamírpur itself. During those few days I examined the school several times and was pleased with the qualifications of the few candidates for the annual examination, and 3 of the 6 have passed. If the school continues to improve, there will be little to complain of; but the Inspector is of opinion that the head-master should be removed. As remarked above, my own experience of the school is too slight to justify my saying more than this, that Maulvi Abdul Gaffur has not sufficient personal influence to make his subordinates work well. I have examined 5 of the 6 tahsili schools, *viz.*, those of Hamírpur (situated at Sumerpur, Maudha, Mahoba, Kulpahár, and Ráth. I am sorry to say that I was satisfied with the condition of only one, *viz.*, that at Maudha, on which the committee might well concentrate its efforts. Orders have been issued for the establishment of a boarding-house at Maudha. Even this school failed to pass a single pupil at the departmental examination; in fact, the solitary vernacular candidate who passed came from a (Municipal Committee) halkabandi school (Kabrai). It is observable from a comparison of the results in other districts

that the examination this year must have been a somewhat severe one. But nothing can remove the disgrace of the entire failure of the schools. Orders have been issued which will, it is to be hoped, secure better results next year; the candidates, for examination will be selected with more care, and a special class for their tuition will be formed in the course of the year at head-quarters.

I know nothing personally of the pargana school at Kharaila, but it failed to satisfy the Inspector's requirements at his annual examination.

The four Municipal Committee halkabandi schools are at Kabrai, Jaitpur, Karara, and Srinagar. Opinions differ with regard to some of these schools: the Inspector was pleased with the condition of Kabrai, which, notwithstanding its one successful pupil, I preferred Jaitpur, which failed to pass either of the two candidates it sent up. Karara and Srinagar failed to satisfy either the Inspector or myself, and the teachers at both places must be transferred to schools of lower status should no improvement take place. It is satisfactory to note that the selection of these schools for the superior grade has been most judicious. With regard to the 65 schools of the lowest class I fear nothing more favourable can be recorded than of the higher grades. Perhaps my greater acquaintance with the schools in the south than with those in the north of the district may cause me to take too gloomy a view of the matter. But consolation may be derived from the fact that well-known and satisfactory causes can be assigned for the backward condition of the district; that the points requiring attention have been ascertained and impressed upon the present Deputy Inspector, and that there is every reason to believe that if left long enough in the district, he will improve matters very shortly.

To begin with, stringent orders have been issued for the punishment of teachers who falsify their returns, and for the systematic inspection of schools. We shall then be able to find out in a short time that schools really exist more than in name.

The second great need appears to be an unflinching weeding out of incompetent men from among the staff of masters. This, supplemented by some such system of reward and punishment as we have begun this year, ought to do great things for the district if systematically adhered to.

The method of granting scholarships in this district has been reformed at the last meeting of the committee and the following rules laid down for their award :—

1st.—The qualifications for a scholarship are first, poverty; secondly, success in examination; thirdly, willingness to reside at some tahsíli school or other establishment where superior education can be obtained.

2nd.—Failing these qualifications, the scholarships are not to be allowed to lapse, but given as encouragement to promising students.

3rd.—The rules not to have retrospective effect, but any scholarship-holder failing to satisfy the committee that he is really studying and likely to get on, will come under the rules. The following is a statement of the amount spent on scholarships and number of incumbents for the past three years :—

	1882-83.	1881-82.	1880-81.
Amount in rupees	809	872	701
Number of holders	48	46	33
Amount lapsed to Government	151	88	41

Little is required on the subject of books in a distinct report. I may mention that the gross ignorance of history displayed all over the district seems clearly owing to the want of a proper manual."

Mr. Twigg, the Collector and President of the Committee, observes :—"The progress, if any made, is slight, and shortcomings are due to inevitable causes rather than to bad management. Teachers are hardly procurable here, and the district is so distasteful to strangers that both the teaching and the inspecting staff have been inferior and are often changed. Besides, the character of the people renders them more than usually apathetic."

JAUNPUR.—Secretary, Harnam Chander Seth. "The sanctioned number of schools, for secondary and primary education under the committee's charge is 119, as detailed below :—

Tahsíli schools	5
Pargana "	1
Branch "	1
Female "	3
Free municipal schools	4
Halkabandi "	105

During the year under report two halkabandi schools were closed owing to the attendance being poor. One has since been re-opened in another village, and arrangements are being made for the other which will be started in a suitable place.

In 1881-82 there were 4,657 boys on the register, whereas the present year closed with 4,559 giving a decrease of 138. In the middle classes, the number has risen from 43 to 88, and the decrease is in the primary classes. This I expected, because during the present year I have insisted on more accurate registration, and in the begin-

ning of the year one teacher was dismissed chiefly for making false entries in his register.

There has however been much improvement in the average daily attendance, which was 3,638 as compared with 3,508 in the previous year, and this is the chief point for testing the success of the educational policy. If these figures, as well as the number of boys on the register in this district, were compared with the other districts of the Division, it will be seen, that so far as primary education is concerned, Jaunpur stands first.

The seven institutions for imparting secondary education are noted in the margin. Out of the four tahsíli schools, three were visited by the Inspector of Schools, Mr. Dodd, and one by myself.

Tahsíli schools 4.
Pargana school 1.
Halkabandi schools 2.

The Machhlishahr tahsíli school continues in a satisfactory state. The number of boys on the register remains the same as in the previous year, but the average daily attendance has risen from 60 to 68. This school was inspected by Mr. Dodd, who found 74 boys present out of 76, and he says 'throughout, the boys have done well and bear evidence of regularity of attendance on their part and of industry on that of the teachers.'

The Shahganj and Kerakat tahsíli schools were also visited by the Inspector of Schools and he was thoroughly satisfied with them. In both these schools there has been an increase in the number of boys on the register, and the average daily attendance is very fair.

Mr. Dale, C.S., late President of the Committee, inspected the Shahganj school in his cold weather tour, and in his remarks he says the school appears to be very well attended. The attendance to-day was very good and the boys showed considerable intelligence.

The Mariahu tahsíli school is making steady progress. In 1881-82, though under the charge of an English-knowing teacher, it was found to be in a declining state. He was dismissed during the year, and a teacher from one of the halkabandi schools succeeded him. This school now prepares boys for the middle class vernacular examination. The number of boys on the register has increased, and the result of my examination was satisfactory. In classes 2nd, 4th and 5th, all the boys passed, while in class 3rd only one boy failed.

The pargana school at Mungra Badshahpur is by all accounts not very good. Mr. Dodd found a great deficiency in mathematical knowledge, and in the lower classes the boys were quite unable to explain intelligently what they read. The Zafarabad school is in a state of infancy as yet. It was opened in January, 1882, and at the close of the present year it had 70 boys on the register with an average daily attendance of 55·68.

The result of the middle class vernacular examination, I regret to say, has been an utter failure. Thirty boys were sent up, and no less than 27 failed in mathematics, 25 in history and geography, and 14 in science. I know Jaunpur has not come out brightly in competing for this examination, but the present year's failure is no reason for disappointment, because the failure, I find, is not confined to this district alone.

It is difficult to trace where the fault lies, although there are *primâ facie* grounds for condemning the work of our teachers. Much care was taken this year in selecting the boys and some of them were well prepared. I beg respectfully to state that the test is a somewhat difficult one, and some of the questions were of a nature that our village boys could hardly comprehend them. This examination has been constituted not only as a standard for testing the qualifications of school-boys, but also as a means of entering the public service; the people lay much importance in it, and I have no doubt after a few years better results will come out of it.

The branch school at Machhlishahr is in the same condition as it was in the previous year, and the teachers were rewarded by the Inspector of Schools for their good work.

The only change in the female schools during the year was the removal of the Myapura school into the heart of the city of Jaunpur, as suggested in last year's report. It is now located in a quarter inhabited by higher classes of the Hindu community. The proposal being altogether a new one, I know the school is not much appreciated, but the female teacher in charge of the school, being herself a high-caste Hindu, is acquiring respect among the residents, and I hope to meet with success. There are 15 girls on the register, and they are regular in their attendance.

The two schools at Pati and Machhlishahr have not been visited either by myself or by the Inspector of Schools, but the reports which have reached me about the former are not very encouraging. Owing to some party feelings which of late has sprung up among the Chatris of Pati, most of them do not like to send their daughters to the place where the class now meets, which is a Chatri's house. Perhaps ere long it will be necessary to remove this school to another place, and the matter will soon receive the committee's consideration. I have to say nothing against the Machhlishahr female school.

The municipal free schools continue to do vast good to the poorer classes of the town of Jaunpur and the people appreciate them much. For municipal purposes,

the town is divided into six wards, of which four only had their free schools. In November last, the necessity of providing the other two wards with similar institutions was brought to the committee's notice, and the proposal received the unanimous approval of the members. In the budget for 1883-84 provision was made for two more free schools, and they will be opened as soon as accommodation is secured for them.

It was arranged by the Inspector and myself that he should inspect the schools in the three tahsílis of Machhlishahr, Khutahan and Kerakat, I relieving him of the Jaunpur and Mariahu tahsíls. I had charge of the treasury and could not go in camp during the cold weather, but I went out on different dates during the holidays. I inspected all the schools in tahsíl Mariahu and 18 out of 26 in Jaunpur.

The 3 tahsíls visited by Mr. Dodd contain 59 schools, and the reports furnished by him show that out of them 26 have improved, 17 are stationary and 16 declining, while the number of efficient schools is only 15.

In the two tahsíls inspected by me the number of improved schools is 26, stationary 7 and declining 11. There are 15 efficient schools, and the result of the entire district is as below :—

Improved	52
Stationary	24
Declining	27

and out of the above 30 are thoroughly efficient.

The committee has maintained at the Normal school during the year 6 pupils in addition to the 6 sent from this district by Government. These teachers will shortly return to the district and there will be no difficulty in giving them situations. The committee has now only 22 non-certificated teachers and 19 assistant teachers.

The committee continues to subscribe for 18 copies of the *Kashi Patrika* and 25 copies of the Agricultural paper published at Meerut. They are circulated among all the schools in the district, and in my inspection of the schools I also asked one or two questions about the points mentioned in the Agricultural papers. The village community of the North-Western Provinces has a poor knowledge of agriculture, and it will do much good to the people if some book on this science was introduced in the schools as a part of the prescribed study.

Rs. 330-11-0 were realized by school fees against Rs. 248-2-0 in the previous year.

A separate report will be sent by the head-master regarding the state of the zila school, but a few remarks here will not be out of place. This school is a very popular institution, and year after year the number of boys on the register has increased. At the close of the year it had 228 students on roll, a number which not many inferior zila schools have in the United Provinces. More than once the necessity of raising the status of the school to a high one has been represented, but it is a pity that nothing has been done as yet. The sanctioned staff of teachers is quite unable to teach so many boys as the school has during the year under report. The pressing necessity of additional assistance was represented to the Municipal Committee of Jaunpur, and a sum of Rs. 60 per mensem was sanctioned for employing two additional teachers, who were entertained in October last.

The school, though so largely attended formerly, had no boarding-house attached to it. About three years ago a scheme was drawn up to raise money for the construction of a boarding-house for Muhammadan boys and it met with success. Rs. 4,500 were subscribed by the residents of the district and a fine building was purchased for Rs. 3,850, which was formally opened by Mr. Ward, the late Collector, in September last. This boarding-house is intended solely for Muhammadans and is managed by a committee, of which Syad Zahid Husain, the Settlement Deputy Collector, is president.

Soon after my arrival in this district in 1881 my attention was drawn to the want of a similar institution for the Hindu boys, and with Mr Ward's approval I drew up a prospectus for raising funds for the purpose. My efforts, I am glad to say, have met with success. The entire scheme is estimated to cost about Rs. 7,000, out of which Rs. 3,700 have already been subscribed, and out of this sum Rs. 1,000 were given by His Highness the Maharaja of Vizianagram, who owns a large estate in this district. The remaining sum, I have no doubt, will be subscribed and the building will be taken in hand as soon as the site is purchased. His Highness the Maharaja has shown much liberality in patronizing the proposal.

The committee meetings were held regularly nearly every month throughout the year, and Syad Muhammad Noh, member of the Machhlishahr tahsíl, has been a regular attendant. Maulvi Amanat Husain, the Deputy Inspector, and his Assistant, Maulvi Amir Ali, have worked satisfactorily."

Mr. Robinson, the Officiating Collector and President of the Committee adds :—

"The failure of the district in the middle class examination is to be regretted. From my own inspection of primary and middle class schools, I am surprised that no single boy should have been found qualified. It is, however, necessary that an examination of such importance should be conducted with strictness. The zila school is steadily increasing in popularity and importance. The interest taken in the cause of education by Syad Muhammad Noh, of Machhlishahr, is deserving of being brought to notice."

Nineteen school-boys have obtained Government employment during the year as muharrirs, teachers and *patwáris*.

BENARES DIVISION.

AZAMGARH.—President, Mr. Lambe, C.S. "Mr. Laidman, C.S., was directly in charge of the department till June last, when the District Board was formed under the local self-government scheme, and since then all matters relating to education have been discussed and passed by the committee.

Secondary Education.—I append below a comparative table showing the working of the schools preparing boys for the middle class vernacular examination :—

Year.	No. of schools.	No. of scholars.	Average number of boys per school.	Average daily attendance.	Percentage of attendance.	No. of boys examined.	No. of boys passed.	Percentage of boys passed.
1881-82 ...	15	117	7·8	105·09	84·69	37	11	29·72
1882-83 ...	10	100	·10	92·08	92·08	33	7	21·21

From the above table will be seen that the number of middle class schools was reduced by one-third during the year under report compared with the preceding year. Of the existing ten schools named in margin, eight are tahsíli and pargana and two halkabandi schools. The boys on the rolls were 100. Of these 33 went up for examination, of whom but seven or less than one-fourth passed. Mr. E. T. Constable, Divisional Inspector, examined these schools during his tour of inspection last cold weather, and found four of them, *viz.*, Azamgarh, Jianpur, Mihnajpur and Atraulia, in a satisfactory condition, while the rest were either middling or stationary.

1. Azamgarh.
2. Jianpur.
3. Mihnajpur.
4. Atraulia
5. Nizamabad.
6. Dohrighát.
7. Mahúl.
8. Mubarakpur.
9. Mau.
10. Muhammadabad.

The five schools reduced during the year to the status of primary schools are those at Amila, Kopa, Lalganj, Maharajganj, and Tandwa.

The result of the middle class vernacular examination is not so gratifying as in last year, and is due to the modified and enlarged course of studies introduced at this examination. Looking, however, to the result of each district in the division, I find that Azamgarh heads the list of successful candidates.

Primary Education.—Under this head come 143 schools. They are detailed on margin. The following table shows the working of these schools during the year under report compared with the preceding year:—

1. Primary halkabandi schools ...	... 132
2. Primary portion of the middle schools	... 10
3. Municipal free school ...	... 1
	143

Year.	No. of schools.	No. of scholars.			Average daily attendance.	Average daily attendance per cent.	Upper primary examination.			Lower primary examination.		
		Upper division.	Lower division.	Total.			No. of boys, 3rd class.	Boys passed	Percentage.	No. of boys, 5th class.	Boys passed.	Percentage
1881-82	145	1,146	5,237	6,383	5,092·79	79·73	405	141	36·78	1,001	318	31·78
1882-83 ...	143	1,054	5,054	6,108	4,999·77	81·81	407	196	48 15	840	292	34·79

Here we have better results than under the foregoing head, notwithstanding that there had been a decrease of two schools and 275 boys during the year. There is an increase of 55 boys passed in the upper primary examination over those of the preceding year, with a slight improvement in the percentage of boys passed in the lower primary examination, though numerically there is a decrease of 26 boys. This improvement may be attributed to the comparative healthiness of the year under report.

The Inspector examined 38 of these schools, and found two-thirds of them progressing well and the remainder doing but indifferently.

Girls' Schools.—There are two girls' schools in the district, *viz.*, at Mau and at Katghara. They are teaching up to the 3rd and 5th classes respectively. The Mau school was inspected by Mr. Constable during the last cold weather and is reported to be superior to many of the kind he has seen in this Division.

Municipal Free Schools.—There is but one free school in the Azamgarh city supported by the municipality. It was inspected by Mr. Constable, who found it doing tolerably well.

Scholarships.—There are at present 111 halkabandi scholarship holders including the 95 of the preceding year. Of these 12 are boarders at the Government College, Benares, and 99 studying at the several middle class schools in the district, as per margin.

1. Azamgarh	... 27	7. Mihnajpur	... 12
2. Jianpur	... 23	8. Atraulia	... 11
3. Nizamabad	... 11	9. Dohri	... 2
4. Mau	... 3		—
5. Muhammadabad,	6		99
6. Mubarakpur	... 4		—

This year there were 92 passed candidates in the upper primary examination, 38 of whom were held qualified for scholarships at the scholarship test examination and admitted into the middle class schools. The system is working well. We find that most of the successful boys in the middle class vernacular examination are these stipend-holders.

The largest number of boarders is at the Azamgarh and Jianpur middle class tahsíli schools. In the former there are now 27, and in the latter 23 pupils against 30 and 15 respectively in the preceding year.

The success of the Jianpur school is due to its able head teacher and his assistant; both of them have been recommended for increase of pay.

The expenses of these institutions are paid partly from halkabandi and tahsíli contingencies and partly from municipal grant.

Construction and repairs.—The pargana school-house at Nizamabad and halkabandi school-houses at Atrait, Lauhan, and Jamilpur were completed during the year, as also the tahsíli school-house in Azamgarh city. The accommodation in the last of these is small. The number of boys on its rolls at present is 92, while there is hardly room for 50 boys, and in consequence several boys have to sit in the verandah.

Inspection by District Officers.—Several schools were inspected by Messrs. Laidman and Wyer, C.S., in their cold-weather tour, and the result of their examination, on the whole, is satisfactory.

There took place some changes in the *personnel* of the departmental inspecting staff. Pandit Kunwar Bahadur having been appointed a tahsíldar in the Ballia district, Maulvi Muhammad Akbar Khan, the Sub-Deputy Inspector, was appointed Deputy Inspector on 20th September, 1882. Manohar Das, formerly a teacher in the local Church Mission School, appointed Sub-Deputy Inspector. Both these officers are working well."

MIRZAPUR.—Secretary, Mr. Tweedy, C.S. "The district of Mirzapur contains 1 zila school, 3 tahsíli and 1 pargana schools, 110 halkabandi schools, 3 girls' schools, 5 aided schools and 7 municipal free schools.

Zila School.—The number of boys on the rolls on 31st March, 1883, was 413, against 364 of the previous year, showing an increase of 49 students. This is the largest number that the school has ever had on its books.

Boarding-house.—The number of boys on the roll increased from 16 to 22, and progress is in every way satisfactory.

It may be not out of place to mention the gift by Babu Sri Ram, a *rais* of this city, of two scholarships of Rs. 2 each, to be awarded for high proficiency in English and Sanskrit.

On the whole, the progress of the school, taking into consideration the difficulties it has had to contend with, is in every respect satisfactory.

Tahsíli Schools.—There are 3 tahsíli schools, *viz.*, Ahraura, Chunár, and Gopiganj.

Ahraura—The number on the roll has increased from 94 to 96 and average daily attendance from 93·67 to 96·00; 3 boys were sent up for the last middle class vernacular examination and 2 passed. The school did well at the last Inspector's examination.

Chunár.—The roll number has increased from 79 to 81, but the average daily attendance has fallen from 62·28 to 61·50; 2 boys were sent up for the last middle class vernacular examination, but none were succesaful. The school passed creditably at the last Inspector's examination. The want of good accommodation is much felt, and it is to be regretted that the municipality has not been able to see its way to taking over the school and supplying it with a suitable building.

Gopiganj.—The number on the books has fallen from 85 to 83, and the average daily attendance from 71·21 to 63·21. Of the six candidates sent up for the last middle class vernacular examination three were successful, which is satisfactory as compared with last year.

The head teacher has been promoted to the office of Sub-Deputy Inspector of Schools.

Pargana Schools.—There is one pargana school at Bhadohi. The roll number has increased from 60 to 62, and the average daily attendance from 40·52 to 40·77. The school has no 1st class, and the 2nd class is merely a nominal one.

It failed signally at the last Inspector's examination. The school is not in a satisfactory condition.

Halkabandi Schools.—Of the 110 halkabandi schools there is only one middle class, *viz.*, the one at Kachwa. The roll number has fallen from 74 to 67. Of the 5 candidates sent up for the middle class vernacular examination, one passed. The school passed creditably at the Inspector's examination and also at the examination

held by the Secretary during his cold-weather tour. The 109 halkabandi primary schools had 3,437 boys on their books as against 3,229 last year, and the average daily attendance was 3,181·84 as against 2,758·62 of the previous year. There were 3,239 Hindus and 198 Muhammadans under tuition. At the last examination the Inspector remarks that "the result of his inspection is much in favour of the district."

Of the 126 halkabandi school-masters about 50 are certificated and the rest uncertificated. There are 51 school-houses in good order. The want of more accommodation is much felt.

Girls' Schools.—Of the 3 girls' schools in the district, one at Chunár was abolished from 1st January, 1883, owing to the unpopularity of the mistress, but it has since been re-established with a change of teacher. The Wellesleyganj girls' school is in a flourishing state. The number on the roll on 31st March, 1883, was 28. The 4th class can read and write fluently *Tulshikrit Ramayan* and *Prem Sagar*, and the girls generally can do the first four fundamental rules and simple proportion in arithmetic.

Gopiganj Girls' School.—The roll number was 20. The school continues in an unsatisfactory state, and the mistress has been severely reprimanded.

The roll number of these girls' schools was 68 against 72, and the daily average attendance was 53·36 against 57 57 of the previous year.

Aided Schools.—There are five schools of this description, *viz.*, 1 London Mission High School in the city, 5 London Mission boys' schools at Mirzapur and 1 London Mission boys' school at Dudhi, 1 anglo-vernacular at Gyanpur in pargana Bhadohi, and 4 Church Mission schools at Ghorwa. The London Mission High School sent up 5 candidates for the last entrance examination and passed 2, and 5 candidates for the middle class anglo-vernacular school examination, of whom one was successful.

The other schools have done well and the result of the annual examination shows an improvement on last year, and they well deserve the continuance of the grant-in-aid they receive from Government.

Municipal Free Schools.—There are 7 schools of this kind, *viz.*, 6 in the Mirzapur Municipality and one in that of Chunár. The schools at Tailorganj, Wellesleyganj, Duncanganj, and Purani Kotwáli are in a satisfactory state and passed creditably at the last Inspector's examination. The schools at Ganeshganj and Chunár are stationary, and have shown no signs of improvement, while that of Amanganj is the worst of all. It failed entirely at the last examination of the Inspector of schools. The roll number of these schools was 240 against 244, and the daily average attendance was 212·70 against 202·14 of the previous year.

The scarcity of schools to the south of the Sone and in Barhar has often been remarked by officers on their annual tours. With a view to supplying this want primary schools have been established in Chopan, Mahuli, Jahir, Dighul, Bagharu, Muirpur, and Rajpur, and it is hoped that the result of their inspection next cold weather will justify their institution.

In conclusion, I am glad to be able to state that the district has been making a steady and satisfactory progress during the year under review. This result is chiefly due to the exertions of the Deputy Inspector and the Sub-Deputy Inspector of Schools. The district has now been fortunate enough to secure the services of a separate Deputy Inspector, and it is confidently expected that next year will show an improvement even more marked than that of the year which has just passed away."

GHÁZIPUR.—Secretary, Mr. Gill, C.S. "The Educational Department is now under the management of the District Board, to which I am Secretary.

The total number of scholars on the rolls on the 31st March was 4,734 as compared with 4,489 last year, and the average daily attendance 4,064 18 as compared with 3,748·24 last year. This is very satisfactory.

If the result of the middle class anglo-vernacular and vernacular examinations be taken as the criterion of the success or failure of the working of the Department during the year, then the Board regret that they have to record an almost total failure for this year. This is the more to be regretted from the contrast it affords to the results of the previous year's work. Last year Gházipur proved itself equal to any district in the Division, but this year not a single candidate passed in the vernacular and only 6 out of 36 in the anglo-vernacular examination. In the latter examination it is true that Gházipur stands first in the Division in the number of successful candidates, but it also sent up the largest number of candidates. The Victoria School was the most successful, passing 5 out of 16, while the German Mission School passed only one out of 16 and the Chashmai Rahmat again failed completely.

The Inspector of Schools considers that an increase in the staff is necessary, and that for this purpose an addition to the grants-in-aid is required.

The failure in the vernacular examination was complete, not a single candidate being successful. The examination this year is said to have been unusually difficult. The Board will do all in their power to prevent the recurrence of a similar untoward result in the succeeding year.

Reviewing the principal schools, we have just the three High schools, *viz.*, the Victoria, the German Mission, and the Chashmai Rahmat; of these the best is undoubtedly the first named which passed the largest number of any school in the division in the anglo-vernacular examination. The German Mission School is fairly prosperous,

but the Chashmai Rahmat is not in a good condition. The Inspector reported very unfavourably of it at the last inspection. The English department is deplorably weak, and, as Mr. DeMello points out, is hardly required, the Victoria and German Mission Schools being quite sufficient for all possible local demands for instruction in English. The money spent on this department might be more profitably laid out upon improveing the purely oriental department, which is weak for a school the *raison d'être* of which is its special oriental character.

Of the 13 middle class tahsíli and pargana schools, those of Nauli and Gahmar are best in the district. The former bears a very high character, and both are very well spoken of by the Inspector. They failed, however, to pass any candidates this year in the middle class vernacular examination. The Gházipur tahsíli school is said by the Inspector to have improved. That at Korantadih is not by any means up to the mark, and it was proposed to abolish it as a tahsíli school, but on the urgent representations of the teacher it has been decided to give it a further trial for one year. Of the six middle class halkabandi schools, that at Birpur takes the lead. It has upwards of 90 on the roll, its classification is stated by the Inspector to be good, and its headmaster is recommended for promotion. The Sherpur, Deokali, and Bilahri schools did fairly well at the Inspector's examination, but Burhanpur and Sohawal are reported to have fallen off.

Primary schools may be divided into—

I. Upper primary with all classes complete up to the third ;

II. Upper primary with the fourth as the highest class ;

III. Lower primary with the fifth as the high class.

Of the 1st class, the Inspector examined 38, of which 10 have improved, 15 are stationary and 8 have fallen, a fairly satisfactory result. The Sohawal school, which passed 15 out of 18, appears to be the best.

Of the 2nd class 25 were examined ; 7 have improved, 6 are stationary and 12 have fallen. This is not satisfactory, and the attention of the Deputy and Sub-Deputy Inspectors is specially called to these schools.

Of the 3rd class only 4 were examined, and 3 were found stationary and 1 fallen.

Free Schools —That at Rajdepur was examined and is well spoken of.

The Inspector considers that the educational condition of the district is satisfactory. This opinion was given before the result of the middle class vernacular examinations was known. It is to be hoped that the schools may be more successful next year.

Inspection by District Officers and Members of the Board.—Mr. Irvine inspected 12, myself 18, and Rai Sheo Sahai Singh, Deputy Collector, 14 schools in the course of the year. The only non-official Member of the Board who examined any schools was Kazi Nasir-ul-Hak, who inspected three.*

In conclusion, the Board desire to express their satisfaction with the work done throughout the year by Munshis Mahabir Parshad, Deputy, and Debi Parshad, Sub-Deputy Inspectors of Schools. They are both well-spoken of by the Inspector in his annual report, and have been regularly the subject of commendation in the annual district reports for years past."

GORAKHPUR.—Secretary, Baboo C. Thakur. "The failure of the boys in the middle class vernacular examination, the Inspector himself writes, is due to the introduction of the modified and enlarged course of studies. The Sub-Deputy Inspector will be directed to warn the teachers to take pains to show a better result in the next examination.

I already remarked last year that for a district like Gorakhpur the supervising staff, consisting of a Deputy Inspector and a Sub-Deputy Inspector, is quite inadequate. The Deputy Inspector visited 105 and Sub-Deputy Inspector 109 schools only once in the year. This sort of supervision is nominal, each school should at least be visited quarterly. If two more Sub-Deputy Inspectors be added and two tahsíls to each Sub-Deputy Inspector be allotted, the schools will show a far better result han hitherto.

Local Boards are about to be formed in each tahsíl; but the question is, will they take interest and are they fit persons to examine boys and find out whether the teachers are competent persons? I think not, and therefore I again recommend nomination of two additional Sub-Deputy Inspectors.

The state of the oriental zila school was indeed very bad ; with great difficulty classes were formed in the year under report, and the progress appears now to be good. The present staff of teachers is not sufficient; the matter is under the consideration of the President. The mathematical and Hindi teachers have really a very large number of boys to attend to, and they can hardly do justice to the boys; while the Arabic and Sanscrit teachers have very little to do, the number on the roll reading Arabic and Sanskrit being 5 and 12."

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* Mr. Lumsden, the Commissioner observes :—

'This is a point to which I would invite special attention. It is quite an exceptional thing for non-official Members of a District Board to render any assistance in the inspection and examination of schools. District Committees may be converted into 'Local *Boards*,' and local self-government proclaimed, but if the official element holds aloof and endeavours, even gradually to transfer its duties to the non-official members, there must be a general breakdown."

Mr. J. Kennedy, the Collector and President, adds :—"The Government schools of every class show some improvement this year both in the number of their scholars and in the quality of their teaching. The number of boys on the rolls of the middle and primary Government schools was 7,910, against 7,706 in 1881-82; the average attendance, 6,186 against 5,581. These figures are, I believe, fairly reliable, although I had to punish one master for fabricating his returns. The result of the departmental examination was also better. Five boys passed the middle class examination, and the district this year stands third in the division. At the examination of the 2nd class by the Divisional Inspector 25 passed, against 16 in 1881-82, and 105 in the upper primary examination, against 92. Three new school-houses were built and a fourth is in hand. The oriental zila school was reorganised during the year and may perhaps improve. The number of schools is reduced by one, but this is a merely temporary accident; a municipal free school was closed in March, and a school in a new locality had not been opened at the end of the month. On the whole, the district has made some progress.

There are 16 middle class (five tahsili, two pargana and nine halkabandi) schools and 190 primary ones (*i.e.*, halkabandi 181, four municipal, four aided and one endowed by the Rudarpur Raja). Two halkabandi schools were closed during the year and two others opened. One municipal school was in temporary abeyance and one aided school was abandoned.

The middle class schools are all accommodated in Government school-houses. Of the rest 90 school-houses belong to Government, 12 are rented, and the rest are lent by the zamindars.

The oriental zila school had 152 boys, against 190. The decrease is apparent rather than real, as the school was thoroughly overhauled and all merely nominal pupils struck off. Some of them were men with families, and one was an employé in the Judge's office. One main fault of the school was the attempt to combine men who wished to study Arabic or Sanskrit with classes of boys who required a regular education. A second and more fundamental error was that the whole work of vernacular education, history, geography, reading, writing, arithmetic and mathematics from the alphabet upwards, was thrown on the Hindi and mathematical masters, men getting Rs. 10 and Rs. 20 a month; while the Sanskrit, Persian and Arabic masters, who draw Rs. 20 to Rs. 50 a month, confined themselves to teaching a dozen boys the classical languages in very indifferent fashion. A good tahsili school with grants-in-aid to special classes for the classical languages would be infinitely better, if indeed the latter are really wanted in Gorakhpur, a thing I greatly doubt.

There are two girls' schools, one at Gola and the other at Barhalganj, both of which are doing fairly. The Church Mission Society has five girls' schools in the city as well as a regular zenana mission.

The following extract from a letter to the Education Commission sums up the education statistics of the district and may find a place here :—

"There are 132 indigenous schools in all with 923 pupils: 52 of these schools with 534 pupils belong to the town of Gorakhpur, the rest (80 schools with 389 pupils) are scattered over the country. The division of the work of education between the different agencies is shown in the following table :—

Description of schools.	Town of Gorakhpur.	District of Gorakhpur (exclusive of the town).
	Rs.	Rs.
Government schools	430	7,412
Aided mission do.	673	137
Indigeneous do.	534	389
Total ...	1,637	7,938

I estimate the total number boys of in the district of a school-going age, say from six to 12, at 236,500; of these about 4,500 belong to the town of Gorakhpur and 232,000 to the district: so that while one boy in every three in the town attends a school, only one boy in 28 is at school in the country."

BASTI.—Member, Maulvi Nisar Ali Beg.—"The number of schools, Government and aided, and the number of scholars attending them, with their increase and decrease since last year, are shown in the following statement :—

Class of schools.	Number of schools on the 31st March,		Number of scholars on the 31st March,		Decrease and increase this year.	
	1882.	1883.	1882.	1883.	Number of schools.	Number of scholars.
English aided schools (middle class A)....	1	1	140	107	...	—33
Vernacular Government schools (middle class B).	9	11	53	74	+2	+22
Vernacular primary schools (*i.e.*, Government, tahsili, halkabandi, &c.)	135	135	5,534	5,427	...	—107
Vernacular girls' schools (primary),, ...	3	3	101	93	...	—8

There has been no difference between the number of middle class schools A. during the last year, but the number of scholars has considerably decreased, as is evident from the above statement.

The number of middle class schools B. has increased, and there are now 11 schools of this kind instead of nine of the last year. The Basti tahsíli school, having been degraded to the primary class, regained its position, and Tighra has been newly raised. These two schools having ranged themselves among the middle class schools, show an increase of 22 scholars on roll in them.

The number of primary schools is the same as it was last year, but there is a decrease of 107 scholars on roll.

Girls' schools also remained unvaried, but their number of scholars on roll shows a decrease of eight students.

Such a general decrease of scholars on roll may be attributed:—

(*a*) To the epidemic fever, small-pox, and cholera prevalent in the district last year.

(*b*) To the want of an inspecting officer for a considerable period of the year, as is shown in the last section of this report.

(*c*) To the fact that the members of the District Board are little interested in the educational matters.

Aided schools (middle class A.)

There is but one school under this head in the district, *viz.*, the Church Mission school at Pakka bazar. The number on roll of this school, as is shown in its statistical return, is 107 against 140 of the past year and against 116 of the year 1880-81. Such a decrease in one year may indeed be calculated to affect the state of the school.

The Church Mission school prepares candidates for the middle class Anglo-vernacular examination since last two years, and has proved successful by passing two candidates each time. The result of the middle class vernacular examination is not satisfactory, as none of the candidates passed this year.

SECONDARY EDUCATION.

Tahsili schools.

(1) Basti, (2) Harraiya, (3) Bhanpur (of Domariaganj), (4) Bánsi, and (5) Minhdawal (of Khalilabad).

Halkabandi schools.

(1) Hainsar, (2) Bakhira, (3) Kakua, (4) Maghar, (5) Tighra, and (6) Radhauli.

There are 11 middle vernacular schools (five tahsíli and six halkabandi, as noted in the margin).

Last year there were only nine schools of this kind. Basti tahsíli school and Tighra halkabandi school have been raised to the standard this year. The total number on roll in these is 819 against 698 of the preceding year. This number includes primary classes and shows an increase of 121 boys on roll, of whom 22 belong to the middle classes and the rest to the primary classes. The Inspector of the division examined all the middle schools except Hainsar.

Primary education.

The number of primary schools is the same as that of the last year. The total number on roll is 5,427, against 5,534 of the last year. The reason of the decrease has already been stated.

(2) Out of these schools 39 were examined by the Inspector.

During this winter 39 vernacular schools of all classes came before the Inspector. The total number on the roll was 1,970, the number examined 593, and the number passed 313. The result, on the whole, may be considered satisfactory.

Primary female education.

There are three schools for this purpose, just as they were last year—one at the new bazar, Basti, and another at old Basti, and the third at Bansi. The number on roll is 93 against 101 of the previous year. The girls' school at Bánsi is doing well, while the remaining two are in an unsatisfactory condition.

Result of middle class examinations, Anglo-vernacular.

(1) *Middle Class Anglo-vernacular Examination.*—This district sent up four boys only for this examination and passed two. By comparing its result with that of the other districts it appears that our Church Mission school stands second in the division as regards the percentage of the passing number of boys. Ballia is the only one above it, as it sent up six boys and passed five. All the other districts sent up large numbers and failed proportionally at large.

Result of middle class vernacular examination.

(*B*)—*Middle Class Vernacular Examination.*—There is a general failure at this examination this year, and the Inspector attributes it to the 'modified and enlarged course of studies' and hopes 'that in course of time our middle schools will show' satisfactory results. This year our Basti district sent up 23 boys for this examination and passed only three.

The subjects in which a large number failed appear from the Inspector's memo. to be mathematics, history and geography, for which instructions have been issued to the teachers.

Fifty-eight halkabandi schools have been repaired this year under the management and supervision of the several tahsíldars to whose tahsíl the schools belonged, and Rs. 1,126-4-6 have been expended for the purpose.

The budget allotment under this head is Rs. 660, out of which Rs. 24 a month were last year given to seven boarders studying English in the Benares College, three of whom were allowed Rs. 4 each a month, and four Rs. 3 a month each. This arrange-

ment was changed by the District Board in their meeting held on the 21st of August, 1882, and all of the boarders are now allowed Rs. 4 each per mensem. The total amount of scholarship now assigned to boarders is thus raised to Rs. 28 a month.

Students reading in the middle classes of the halkabandi and tahsíli schools of this district after passing the Inspector's examination in primary schools were allowed last year Rs. 2 and Re. 1 each according to their merits.

The total number of students holding these scholarships was 24, one of whom only drew Rs. 2 and the rest Re. 1 each per mensem The total amount assigned to them was thus Rs. 25. This year 15 boys obtained Rs. 2 each, and the total amount is thus Rs. 30.

The official inspecting staff of this district consists of two officers :—

1. Deputy Inspector.
2. Sub-Deputy Inspector.

Munshi Mahadeva Prasad held the office of Deputy Inspector till 20th of November, 1882, and afterwards his Sub-Deputy Inspector, Munshi Ajudhya Prasad, succeeded him as in charge Deputy Inspector for the period he was on leave. His leave extended from the 20th November to the 20th December, but a little before its expiration he was transferred to the Deputy Inspectorship of Benares, and Munshi Ajudhya Prasad, his immediate successor, remained alone as an inspecting officer in the district for about three months more. Thus there was but one officer for regular inspection for a third part of the year. Pandit Sivaram Sastri, the new Officiating Deputy Inspector, was sent to this district on the 10th March, 1883, and on his arrival Munshi Ajudhya Prasad returned to his orginal and substantive post of Sub-Deputy Inspectorship.

Munshi Ajudhya Prasad was appointed Sub-Deputy Inspector *vice* M. Muhammad Akbar Khan, the late Sub-Deputy Inspector, who was transferred to Azamgarh on the 16th of June, 1882. Munshi Ajudhya Prasad was brought down under reduction from his head-mastership of the Basti Anglo-vernacular school, and was favoured with this opportunity. He acted as Sub-Deputy Inspector from the 16th June to the 20th November, again from 14th March to the end of the year.

In short, the regular inspection of the district was undertaken by one officer only for about four months, and by no officer for a month and a half on account of the departmental changes and annual vacations."

BALLIA —President, Mr. Roberts, C.S. "*Ballia Anglo-vernacular School.*—This school has done remarkably well and shows progress both in number and efficiency.

The results of the Anglo-vernacular examination are remarkable. The school passed six boys out of seven sent in, not only a larger percentage, but a larger gross number than any other school in the Benares Division. If this great success can only be paralleled in succeeding years, Ballia school will have a noted name throughout this division. The school also did better than formerly in the upper primary or lower primary examinations.

A very satisfactory feature in a school which has to depend so much on local resources is the increase in tuition fees, which brought in the very creditable sum of Rs. 592-13-0 during the year.

The school was enlarged the year before to nearly double its previous size, but the increase keeps pace with the increased accommodation, and every school-room is crowded. This year a new boarding-house has been built at an expense of Rs. 1,133-14-0 from local resources entirely (private donation of Rs. 400 from the Maharaja of Dumraon and the rest from municipal grant and the school fund).

It will be necessary, however, to apply for an increased grant-in-aid to enable the standard of the school to be raised to that of a high school, and this will form the subject of a separate report. The Inspector of Schools, who has reported very favourably on this school, remarks—'An increase to the staff of teachers seems absolutely necessary and an increase to the grant-in-aid has accordingly been suggested. With an efficient staff and judicious control the school should soon raise itself to the standard of a high school.'

I have the satisfaction of reporting very good progress in the vernacular schools of the district as well as in the English school.

Ten new halkabandi schools have been started, and there is an increase of 772 in the average daily attendance.

The number of middle class schools is the same as at last year, *viz.*, three tahsíli, two pargana and one halkabandi school. These have done fairly well on the whole and have improved in numbers. But they had very poor success at the middle class vernacular examination.

Twenty-four boys were sent in and only two passed, one from Sahatwar tahsíli school and one from Bhalsand halkabandi. The Sahatwar boy passed 37th of the United Provinces in the second division and obtained a scholarship of Rs. 3 per mensem, tenable for four years. The other passed boy has been awarded a district scholarship of Rs. 2.

Although the result of this examination disappointed expectation, there is the consolation that other districts did worse. Gházipur, for example, did not pass a single boy. It may be suspected that the examination was unusually stiff, and the tendency

to make examinations harder should be controlled. The standard of examination should be fixed not only with regard to what boys of the examining age may reasonably be expected to learn, but with regard also to the quality of the teaching staff. It is only by slow degrees that we can get teachers able to bring on boys to a higher standard, and the present staff should not be too much discouraged by a standard they cannot work up to.

The number of primary schools is 79, ten of which were started during the year. The Deputy Inspector reports well of all of them but 11, and these 11 he thinks may improve under change of teachers and some should be transferred to more appreciative villages.

Twenty-three of the schools are upper primary, *i.e.*, have classes complete up to the 3rd.

Of 85 existing schools in the district, 39 are located in borrowed houses, 15 in rented and 31 in Government buildings, including pucka-kutcha and thatched houses, but of these two were constructed during the year, namely at Ajupur and Rampuri. All the rest were repaired and whitewashed.

Rs. 456 were expended on scholarships.

The Deputy Inspector visited every school in the district from two to six times in the course of the year and made altogether 275 visits. Allowing for holidays and detention in the sadar on certain occasions, this seems to show a very fair amount of diligence and supervision. During the current year he will be aided by the new Sub-Deputy Inspector, Gajadhur Pershad, appointed by the Board on the 1st April. Eighteen schools are noted as having been inspected by the district officers and the tahsildars.

The Board is indebted to Mr. DeMello, Inspector of Schools, for a very full report of the result of his inspection. He examined the Anglo-vernacular school, five of the middle class schools, and 35 primary ones. I have already quoted from his remarks on the English school: of the middle class schools he reports three improved and three stationary in condition.

Of 19 upper primary schools he found 12 improved, five stationary and two fallen off.

Of 15 lower primary schools he found three improved, eight stationary, and four fallen off, and he found one school which reached no higher than fifth class and was a failure in all respects. His general opinion is "that there has been a fair increase of pupils on the roll, larger number attended the examination, and the results have been satisfactory."

"I have the pleasure of recording again my good opinion of Deputy Inspector Balkrishna Lal, under whose supervision these good results have been attained and to whose diligence they are mainly owing. The headmaster of the Anglo-vernacular school deserves also to be congratulated on the excellent progress made by the school under his charge."

JHÁNSI DIVISION.

JHÁNSI.—Secretary, Mr. McLean, C.S. "The schools under the management of the committee for the year 1882-83 were as follows:—

Tahsili and pargana schools	...	6		Unaided Anglo-vernacular schools	...	1
Halkabandi "	...	46		Unaided primary "	...	3
Municipal free "	...	2				
						58

This is less by two than the total number last year, owing (1) to the abolition of the girls' school at Chirgaon, and (2) to the abandonment of one of the unaided primary schools in Gursarai.

The six tahsili schools (Mau Ranipur, Moth, Bhander, Barwa Sagar, and Gursarai) have a staff of two headmasters at Rs. 15 per mensem, four headmasters at Rs. 10, two Persian teachers at Rs. 10, and six assistants at Rs. 8 each.

The total number of boys on the rolls was 397, against 331 of last year and 341 of the year before—a substantial increase. Of these 13 only are receiving education by the middle class standard as against 23 last year. For this slight falling off no special reason can be assigned. Boys advanced enough to fill the places of those who left were not at hand. Eleven boys went up for the middle class vernacular examination but none passed. This certainly shows failure to some extent; the papers are said to have been more severe than usual.

The teachers of the 46 halkabandi schools are thus classified (as in last year):—two at Rs. 10, five at Rs. 8, 14 at Rs. 7, eight at Rs. 6, 16 at Rs. 5 (one at Rs. 8 paid by the Katehra estate), and two assistants at Rs. 6 and six at Rs. 4. The total number of scholars on the rolls was 1,374, against 1,165 of last year and 1,100 of the year before—a very considerable addition. Thirty-one of these were passed by the Inspector at the upper primary examination and 623 at the lower primary. Two teachers were dismissed during the year for misconduct and one superannuated on a gratuity of Rs. 50. Certificated Normal school pupils have been appointed in their places. One teacher was fined, and two reduced till improvement, on the recommendation of the Inspector, eight were fined for absence without leave, while 11 teachers received rewards for good work.

Three schools (Ghurava, Bhadarwara and Sakrar) were abolished for want of attendance; while schools were opened in their places at Pachwara, Churara, and Khisni.

The two municipal free schools at Man and Ranipur are under the control of the municipality, with 43 boys against 63 last year.

The Anglo-vernacular subscription school at Gursarai has 20 boys against 21 last year.

One of the three unaided primary schools of the Gursarai ilaqua was abolished by the Raja; the remaining three have 70 boys against 79 of the four schools last year. Their condition is tolerable.

As mentioned in last year's report, the girls' school at Chirgaon, having been found useless, was abolished from 1st April, 1882.

The total number of scholars in all the 58 schools was thus—1,905 as against 1,659 of last year and 1,569 of the previous year.

There were as before nine scholarship-holders at Rs. 2 a month each.

All necessary repairs were executed. The six tahsili schools and 34 of the halkabandi schools are Government buildings, the buildings of three schools closed, which were Government property, were sold, and with the proceeds two new Government schools are being built.

The contingencies comprised school furniture, floor-cloths, books, maps, stationery, &c, besides Rs 61-11 0 spent in prizes, which was supplemented by a grant of Rs. 77-14-0 for prizes from provincial funds. The value of class-books, &c, purchased by teachers and pupils through the Deputy Inspector of Schools was Rs. 255-6-0 against Rs. 134 last year.

The committee are satisfied with the manner in which their Deputy Inspector, Pandit Pindi Shankar, and his Sub-Deputy, Khwája Ahmad, have performed their duties.

The Sub-Deputy Inspector officiated for the two months for the Deputy Inspector while the latter was on privilege leave. Some 30 inspections of schools were also made by the district officers while on tour.

The Educational Committee ceased to exist at the end of 1882-83, and became merged in the new District Committee under the local self-government scheme. The system of administration remains the same as before, and with the exception of the increased powers given over the Deputy Inspector and his establishment, the change has produced no effects calling for remark. It cannot be said that the non-official members of the committee in this district are in the least likely to interest themselves in the matter.

The general results may not perhaps, judged by a departmental standard, have altogether satisfied the divisional inspecting authority, but with the means at hand do not, I think, show retrogression, but rather the reverse.

The great increase in the total number of scholars over last year, more than 200, is very satisfactory, and this is not an exceptional year. The increase has been steady for some years past. Another gratifying fact is the number of applications for new schools which more than counterbalance the failures, but from the limited funds it is impossible to accede to all these. The same narrowness of means, as has been explained in previous reports, obliges us to employ under-paid and hence inferior teachers. Hence we must be content, for some time to come, with a slow, but I hope steady, rate of educational progress."

JALAUN.—Secretary, Munshi Karim Baksh. "There are 87 schools in the Jalaun district with 2,517 scholars against 90 schools and 2,437 scholars of the preceding year. This shows a decrease of three institutions and an increase of 80 scholars. The falling off in the number of schools is owing to the abolition of five halkabandi unimportant schools in order to increase the pay of the last grade halkabandi teachers from Rs. 6 to Rs. 7 and opening of a school at Aunta recommended by Major Quin and another in the town of Orai supported by private subscription and municipal contribution. The increase in the number of scholars is creditable.

The following table shows the number of schools and scholars as compared with the preceding year:—

	1881-82.		1882-83.		Increase.		Decrease.	
	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.	Institutions.	Scholars.
Tahsili schools	5	292	5	306	...	13	...	...
Halkabandi schools ...	76	1,852	72	1,880	...	28	4	...
Municipal schools ...	4	176	5	202	1	26	...	...
Girls' schools	1	20	1	20	...	...	...	...
Private schools	4	97	4	110	...	13	...	...
Total ...	90	2,437	87	2,517	1	80	4	...

Out of the 87 schools there are 11 middle schools, *viz.*—

5 tahsíli schools.
1 halkabandi school, Kuthaund.
1 „ Sahao.
1 „ Umri.
1 „ Gohan.
1 „ Jaisari.
1 municipal Anglo-vernacular school at Kúnch

The rest impart primary education.

The following table will show the number of scholars on roll and daily average attendance of the five tahsíli schools :—

No.	Name of school.	No. of scholars on roll on 31st March.	Daily average attendance.
1	Jalaun	80	75·48
2	Orai	57	57·61
3	Kálpi	87	69·52
4	Madhogarh	45	42·63
5	Kúnch	36	30·45
	Total ...	305	275 69

Jalaun tahsíli school stands first both with regard to number of boys and general proficiency. Orai takes the second place in tuitional status, but grades third with respect to attendance. Kálpi ranks second in attendance, but third in regard to tuitional status. Madhogarh school has the fourth place in respect of attendance, but is about equal to that of Kúnch in education. Although Madhogarh is a small town, yet its rising trade will naturally increase its population, and thereby the school is expected to improve should a competent and hard-working teacher be placed in charge of it.

The Kúnch tahsíli school, owing to its amalgamation with the municipal Anglo-vernacular school, and to there being three municipal schools, does not show any marked improvement. This amalgamation is not a beneficial one. One school under two different departments and rules cannot be expected to prosper. Names of tahsíli school boys are entered in one register, and those of the Anglo-vernacular school in another, and they pay fees different from the rate prescribed for tahsíli schools. Tahsíli teachers have to follow the rules prescribed for other tahsíli schools, and the municipal Anglo-vernacular school is to be guided by the rules framed by the Municipal Committee. This difference should be removed, as it is an obstacle to general improvement of the school.

The following memo. shows particulars regarding the other six middle schools:—

No.	Name.	Number of boys on roll on 31st March.	Average daily attendance.
1	Kuthaund	41	30·23
2	Sahao	31	25·12
3	Umri	45	41·20
4	Gohan	40	34·24
5	Jaisari	40	34·69
6	Anglo-vernacular school, Kúnch	50	35·14
	Total ...	247	199·62

Out of 87 schools 11 are middle schools as above described and 76 are primary.

Number of schools.	Number of boys on roll on 31st March.	Daily average attendance.
76	1,065	1,529·50

Out of 17 candidates who went up for middle class vernacular examination, six passed, or 35 2 per cent., one of them named Ajgar Singh, of Jalaun school, passed in the

first division, and Barjor Singh passed in the 2nd division, and four others of Jalaun tahsíli school passed in the 3rd division. This district stood third in the North-Western Provinces and Oudh middle class vernacular examination. This result reflects credit on the educational staff especially on the tahsíli teacher of Jalaun. Four out of six passed in Urdu and the rest in Hindi.

In the preceding year nine boys passed out of 23 candidates who went up.

General remarks.—The general complaint that education is not appreciated in this district is true, but there are reasons for it. As a rule, people are naturally inclined to aim at what they think to be useful to them and give up other pursuits, however beneficial they may be to them, in search of those they aspire to. The scheme of study laid down for the village schools is not actually according to their wishes and wants, but is such as does not bring them any ready return. For instance, to teach a mass of very young boys the elements of history like parrots, and geography of Europe, which they or their parents have never dreamt of, would be of little use to them in their after-life. Such matters are neither understood nor valued by them. Unless the above standard is altogether removed no great results will ever appear. In some villages where there are private institutions and new halkabandi schools were opened, little or no attendance was found. This in itself shows that people do not appreciate the present standard of Government education. Not only does the above defect lie in the way of education, imparted in Government schools, being publicly appreciated, but there is a still greater drawback, which is that mere beginners are put to learn science instead of acquiring a simple knowledge of literature. Almost all the students brought up in the tahsíli and halkabandi schools do not possess the qualifications of a muharrir. The reason is that they are not well taught in literature, but are introduced to different sciences which do not at all help them in discharging the duties of a moharrir. Although they are supposed to acquire a knowledge of science, yet they blunder even in spelling and composition.

Teaching grammar in the vernacular schools is a great mistake ; it is nothing but waste of time, inasmuch as it only makes a student learn by heart a few definitions of etymology and syntax, but it does not afford material assistance in any way, for even an illiterate and very young student can speak correctly and does not make grammatical errors. Under the above circumstances it is most desirable that some alteration be made in the scheme of studies, *i. e.*—

1*stly.*—More pains should be taken in giving primary education and in teaching language.

2*ndly.*—The standard should consist of such books as would help the students in their domestic affairs and prove useful to them.

3*rdly.*—The teaching should be confined to such subjects as would, besides improving the language of the pupils, produce higher morals and civilized tendencies in them from the very commencement.

Further, there exists one great defect in the present system of education. Low paid teachers of limited attainments are entertained and the village schools are opened in too great numbers. The latter cannot in consequence be properly looked after, and the teachers therefore often absent themselves from their studies.

On the other hand, if the number of schools were reduced and competent teachers on better salaries employed, the pupils would soon acquire better qualifications, and the schools also in that case would be properly supervised. It is far more preferable to have a few well-educated pupils than to have many smatterers in learning. The present prodigal number of students on the register is a mere show.

It is hoped that Government will itself, on reviewing the report of the Educational Commission, issue necessary orders for the reformation of the present system, and hence further details and discussions on the points seem uncalled for.

In conclusion, it is hereby brought to the notice of the committee that the Deputy Inspector has diligently discharged his duties during the year under report."

LALITPUR.—Secretary, Mr. Story. "The schools which remained under the management and financial control of the District Committee during the year under report are :—

(*a*) One Government zila school.
(*b*) Two tahsíli schools.
(*c*) Fifteen halkabandi schools.
(*d*) Four aided schools.

The schools which come under the head 'secondary education' are (1) zila school (classes 1st and 2nd), (2) two tahsíli schools, and (3) one halkabandi school at Maraura.

The other schools are classed under the head of 'primary education.

The halkabandi school at Bamori was abolished during the year owing to the inhabitants' apathy for the education of their children and a new one was started in its place at Khujuria.

The following table gives the general summary of the year under review as compared with the year preceding :—

Year.	Tahsili schools.				Halkabandi school.				Zila school.				Total.				Cost per head.		
	Number on rolls on 31st March.	Average number on rolls during the year.	Average daily attendance.	Total expenditure.	Number on rolls on 31st March.	Average number on rolls during the year.	Average daily attendance.	Total expenditure.	Number on rolls on 31st March.	Average number on rolls during the year.	Average daily attendance.	Total expenditure.	Number on rolls on 31st March.	Average number on rolls during the year.	Average daily attendance.	Total expenditure.	Rs.	a.	p.
1882-83	137	13[illegible]	112	623	5[illegible]7	609	472	1,954	6[illegible]	62	49	2,764	792	802	633	5,341	8	6	10
1881-82	122	120	10[illegible]	470	623	616	473	1,877	65	74	59	2,808	810	810	633	5,155	8	2	3
Increase,	15	11	11	153	...	...	...	77	3	...	...	...	...	...	...	186	0	4	7
Decrease,	...	...	...	...	36	7	1	...	...	12	10	44	18	8	...	...	...		

The above table shows some increase in the number of boys on rolls in the zila and the tahsili schools and a slight falling off in that of the halkabandi schools.

The fee income from the tahsili schools amounted to Rs. 100-14-0 in 1882-83 against Rs. 95-15-0 in 1881-82.

There have been no changes during the year, except conversion of the Kelgaon aided school into a halkabandi school, owing to the inhabitants refusing to contribute towards the support of the school.

It is much to be regretted that not one of the five boys sent from the zila school for the middle class Anglo-vernacular examination this year was able to pass.

This appears to be chiefly due to the examination papers being harder than usual, as will be seen from the fact that the number of boys passing the examination throughout the province was much less than the previous year, the percentage of the previous year being 59·3 against 42·42 of year under report.

Four students, one from the Mohroni tahsili school and three from the halkabandi school at Maraura, went up to the middle class vernacular examination; all failed in mathematics, but passed in other subjects. The Deputy Inspector in his annual report says the mathematical paper was a very difficult one. It is evident something of this kind must have been the cause, as this failure appears to have been universal throughout North-Western Provinces and Oudh. In 1881-82 the percentage of passed students was 43; in 1882-83 it was only five.

The number of primary schools is the same as in the previous year. The memo. appended in the margin gives the number of passed boys from these institutions. The percentage of passed students is more than in the preceding year, which reflects credit on Deputy Inspector M. Nawazish Hussen, who is a good and hard-working officer.

Year.	Upper primary.		Lower primary.	
	Sent up.	Passed.	Sent up.	Passed.
1881-82 ...	82	21	90	31
1882-83 ...	63	19	89	42

Rs. 54-1-2 were awarded to the students of the halkabandi schools trying for middle class examination.

Three scholars of the halkabandi schools of this district were employed during the year as teachers and assistant teacher on Rs. 6 and 3 a month respectively."

The Commissioner regrets to say that education is not becoming more popular in Lalitpur.

KUMAUN DIVISION.

KUMAUN.—President, Lieutenant-Colonel Garston. "There is an improvement all round in the figures as compared with the previous years, and especially as regards the average daily attendance, the figures being 3,479 for 1881-82 and 3,796 for the year under report. I have myself seen most of the schools in the district, and I can testify to a decided improvement both in attendance and in teaching.

We have many difficulties to contend with in the hills, owing not so much to the disinclination of the people to have their children educated, as in many parts they readily accept education, but to the physical features of the country and to villages being so much scattered: many of the children have to traverse long strips of jungle or to cross mountain torrents, which in the rains become impassable. Were it not for these difficulties, I believe Kumaun would compare with other districts even more favourably than is shown by the late census, for I have received many applications for new schools which for many reasons it is impossible for the committee to meet.

During the past year I have, with the approval of the committee, nominated sub-committees, composed of two or more influential men residing in the neighbourhood,

for each tahsili and halkabandi school. These committees inspect the schools, see that the teacher attends regularly and is careful in his teaching; that the attendance does not diminish; and that the school-house, books, &c., are in good order. They record the result of their work once a month in the inspection books. It is too soon yet to test the results of this measure, but in some places the sub-committees have already done good work and most of them take an interest in what they have been asked to do.

It has always been my opinion that we might make primary education much more practical than it is, and that instead of trying to force on a higher class of education than is represented by the three Rs, we might through the young bring home to the knowledge of the people many sanitary and other rules which have been instituted for their welfare, but which they only become acquainted with when brought up for some breach of those rules. Moreover, it eventually will come much more easy to the people to carry out what they have been taught from early days. Our committee are now preparing a concise, simply-worded code of sanitary and other orders applicable to Kumaun, which will be issued to every school and which every boy, as soon as he can read, will be made to learn.

It is to be regretted that no boy passed the middle class vernacular examination last December: several went up, but all failed. There must have been carelessness and inattention on the part of the tahsili teachers, and the Inspector has taken steps to remedy this."

GARHWÁL.—Secretary, Mr Kilvert. "*Boys' Schools.*—There are two aided schools, middle A. and primary classes, four Government tahsili schools (middle class vernacular) with 49 halkabandi, making a total of 55 schools. There were on the rolls on the 31st March 3,160 scholars as against 2,451 of last year. The number of schools has increased from 46 to 55 and the attendance by 719. The number of English-learning pupils has slightly increased both in the upper and lower divisions, the numbers being 22 and 98 respectively as compared with 20 and 93 of last year. The average number of scholars on the rolls for the year was 2,731·98, with an average daily attendance of 1,927·85; the falling off in attendance is in the halkabandi schools.

The total expenditure from all sources of income amounted to Rs. 7,607-1-1; the cost of educating each scholar was as follows:—

	Rs.	a.	p.
Middle class A (aided)	65	5	0
Primary (aided)	11	9	0
Tahsili middle class vernacular	37	12	0
Halkabandi schools	2	13	6

The tahsili schools have passed two scholars this year for the middle class examination as against none of last year, so that there is an advance in the right direction. The Inspector's report of his examination of the schools is unfavourable; he notices that the halkabandi schools have, on the whole, retrograded during the past year. The committee should endeavour to procure a better class of teachers, as the success or non-success of a school is mainly due to the teacher.

Girl's Schools.—There are in all five of these schools, one aided and four tahsili. The numbers on the rolls on 31st March were—

Upper division, aided	5
Lower ditto, ditto	38
Tahsili	118
Total ...	151

Last year the number of schools was the same and attendance 156, so there has been a slight improvement in the year under review.

The total amount expended upon the education of these girls was Rs. 1,509-10-10. Each girl in the middle class aided costs Rs. 76-13-0, and in the primary class Rs. 22-8-0. In the tahsili schools the cost is Rs. 3-8-10. In the middle and primary classes aided, the girls are educated at the mission schools, so that the cost per head is of course much higher.

I refrain from making any general remarks, as from the short time I have been in the district, I have not been able to make myself sufficiently acquainted with the educational system obtaining generally in Garhwál."

TARAI.—Secretary, Mr. Hewett, C.S. "The average number of scholars on the rolls has increased from 404 in 1881-82 to 436, while the average daily attendance was 347 in 1882-83 as compared with 325 in 1881-82 All the increase has occurred among the Hindu pupils, the number of Muhammadans attending the schools having slightly declined. One school, *viz.*, that at Missarwala, was definitely closed during the year, as the committee were of opinion that it was useless to retain a school there any longer. The Inspector's report shows that, in his opinion, the majority of the schools have improved during the year. No boy from the district succeeded in passing the middle class vernacular examination.

I have personally examined all the schools, and the best of the halkabandi schools are, in my opinion, those at Jaspur, Raipur, Thakia and Mawakhera.

There is a great need of improved accommodation of the halkabandi schools, and the committee propose to devote the amount by which their grant has been increased in the current year to remedying this state of things."

OUDH.

LUCKNOW DIVISION.

LUCKNOW.—President, Major Hastings. The President merely forwards the Deputy Inspector's report and says—"Owing to the date prescribed for its submission, the committee has not had an opportunity of reviewing the report which will be laid before it at its next meeting."

UNAO.—President, Mr. Crawford. "I always feel in examining a school (and my remarks apply to every school I have visited) that book-work is too much taught and intelligence too little cultivated, *viz.*, if I ask where Benares is, and for what it is famous, I get a ready answer; but if I ask the question indirectly, say what are the principal towns you would pass in a journey by river from Calcutta to Allahbad, I am met with a stare or at best but indifferent answers. Again, if I ask a really hard question in arithmetic out of the book I get an answer; but if I give an abstract statement of a ledger account of a bania and ask what is due up to date, or if I give a statement of a patwári's account and ask what profits are due to a sharer holding a specific share, it is but seldom I can get a correct answer.

I have found some schools, on the whole, apparently well taught and others (some of which I brought to notice of Deputy Inspector) very indifferently taught, but the number examined by me and the amount of examination is not such as to enable the to make any really sound generalization.

Certainly a general impression left on my mind was that in very many cases the teachers were but little better educated than the boys they professed to teach, and the results shown in Deputy Inspector's report would seem to show that this impression is not altogether a mistaken one.

Although nominally the appointment and dismissal of the teachers rest with the District Boards, yet it is perfectly clear that in this they must be wholly guided by the opinion of their professional adviser, the Inspector of Schools, and by the report made by their subordinate, the Deputy Inspector of Schools.

Only one boy in the whole district seems to have qualified for public employ by passing the middle class examination—a result most unsatisfactory. The Deputy Inspector complains of the examiners, but it is rather the inefficiency of the teaching he must blame.

The normal class only passed three pupils, and this being the case, and the pupils turned out by the Lucknow Normal School being unsatisfactory, I feel a little wonder where the improved teachers which Deputy Inspector expects to be able to procure are to come from. The results of the primary examinations are apparently an improvement on last year. As I understand they are conducted by Inspector of Schools personally, they may be relied on and are the one encouraging feature in the report.

It is disheartening to find that with an expensive machinery for inspection of schools on which we must rely for securing efficiency, 30, or nearly one-third of the whole, are pronounced unsatisfactory, poor or bad; about another one-third moderate or pretty well; about another one-third fair or good, and only five merit a word of praise.

The success of the zila school in university and middle class and primary examinations contrasts extremely favourably with the absolute want of success last year, and reflects credit on Mr. Mutti, who is, I believe, an efficient master, and who generously allots their share of credit to the different masters under him.

The branch school has remained stationary, except that the amount of fees has fallen off—a point on which no explanation has been afforded.

Considering the size of the town, I wonder the two schools do not command a larger total attendance than they do.

Even if we include the mission school and a girls' school lately established by the American Mission, the total number getting education at public schools in Unao is 273 only."

BARA BANKI.—President, Major Noble. "The number of such institutions under management during the year was one less than in the preceding year, *viz.*—

	1881-82.	1882-83.
Higher class English school	1	1
Middle class vernacular schools	7	7
Lower class village schools	124	123
Female schools	1	1
Total ...	133	132

This decrease under head lower class village schools was caused by the amalgamation of the Sarsanda and Shahabpur schools, in both of which the daily attendance was very small. The amalgamation has been reported by the Deputy Inspector of Schools to have had a beneficial result.

There is only one high class English school, and it seems to flourish and make satisfactory progress under the present headmaster, Babu Hem Nath Majumdar. The number of students on the roll has increased from 130 to 148, showing an increase of 18 as compared with the previous year, and the average enrolment and average daily attendance have also risen from 122 to 100 in 1882-83 to 136 and 110 respectively.

The income from fees has also risen from Rs. 527-14-3 in 1881-82 to Rs. 587-5-9 during the year under review, showing an increase of Rs. 59-7-6, and giving an incidence of income per head of scholars on the roll of Rs. 4-5-1, or almost precisely the same incidence as that of the preceding year, which was Rs. 4-5-2.

The expenditure incurred on the maintenance of this institution during the year amounted to Rs. 4,467-6-7, which gives an incidence of the cost of education per head of scholars on the roll of Rs. 32-13-7.

Four boys were sent up for the university matriculation examination, one of whom passed in the 2nd grade and two in the 3rd grade, and one failed in mathematics. He is said to be trying again and will appear at the next examination in December. In the middle class Anglo-vernacular examination only two out of eight who competed passed and the rest failed. The result of examination of the lower sections of the school is reported to be satisfactory.

There are two branch schools attached to this school, the number of scholars on the rolls of which on the last day of the year was 69 and 61 against 74 and 71 respectively in the preceding year. These figures show a decrease of 5 and 10 respectively, but the reason of the decrease is not explained by the headmaster. The income from fees obtained was Rs. 60 and Rs. 48-6-0 and the expenditure incurred on education Rs. 270 and Rs. 244-4-0, respectively. Of the latter Rs. 240 were contributed by the municipality, Rs. 108-6 were obtained from fees, and the balance Rs. 166-8-0 was paid by the Government from Provincial funds.

The nazúl department has granted one of its buildings called the "North Gate" for a boarding-house for this school; 11 scholars are said to be living in it, and the health and general conduct of the boarders is reported to have been good throughout the year.

Vernacular Town Schools.—There are seven middle class vernacular town schools in the district and they are located as below:—

1. Fatehpur tahsili, Fatehpur.
2. Ramnagar „ ditto.
3. Kursi „ ditto.
4. Radauli „ Sanehighat.
5. Dariabad „ ditto.
6. Zaidpur „ Nawabganj.
7. Haidargarh „ Haidargarh.

Nos. 4 and 6 have also each a branch school attached to them, and the result of the working of these seven institutions during the year under report shows that the number of boys on the roll rose from 561 to 604, and the daily average attendance from 476 to 498, an increase of 43 in the former and of 22 in the latter.

There was an improvement in attendance as compared with last year, but, looking to the results of examination, the working of the year cannot be said to be altogether satisfactory. Out of 13 boys sent to the middle class examination, only 2, or about 15 per cent., passed, and in the central examination, to which 234 students went up, 191 passed successfully, and of the rest some passed in individual subjects, whilst many failed altogether.

The Deputy Inspector reports that he paid at least three visits to each of these schools during the year under report.

Lower Class Village Schools.—Of these there are 123 as against 124 in the previous year, and the reason of the decrease has already been explained in paragraph 3 of this report. Of these 58 are said to be Urdu and Nagri schools, 35 purely Urdu, 18 purely Nagri, and 12 to be Nagri and Urdu schools.

The number of pupils on the roll rose from 4,201 in the preceding year to 5,000, and the average daily attendance from 3,358 to 3,549, but the percentage of average attendance to average number of pupils on the roll remains unchanged. The number of boys admitted during the year was 2,571, while those struck off the roll amounted to 2,332.

The income derived from fees during the year was 1,164-4-9, or 3 annas 8 pies per boy, while the gross expenditure aggregated Rs. 13,700-0-11. The cost of education of each boy calculated on the average attendance is found to be Rs. 3-7 as against Rs. 3-12-10 in the preceding year.

Of the total number on the roll 3,211 were Hindus and 1,789 Muhammadans. Out of these 3,012 were learning Urdu and 1,947 Nagri and 1,062 were learning Persian as an extra study. The result of the examination held was that out of 1,345 who went up for examination 1,130 passed and the rest either passed in some particular subject or failed altogether; 38 boys appeared in the 3rd class village school scholarship examination, and of these seven having passed won scholarships. Thirty-six schools are said to have been repaired during the year and 15 were in progress when the work was transferred to the Public Works Department. The number of visits paid by the Deputy Inspector to these schools is reported to be 494, and the number of miles travelled by him 2,890.

Female School, Nawabganj.—The number of pupils on the roll was 24 as against 22 in 1881-82, and the average daily attendance also shows a rise from 7 to 10; but this institution does not seem to work well, for only two girls of the 3rd class appeared in the examination and even those two failed—a disheartening result.

The total cost of maintaining this institution was Rs. 143-5-7, or Rs. 14-5-4 per head as against Rs. 21-3-7 in the previous year. I should have been willing to join in the Deputy Inspector's note of exultation over this saving of expense had the girls acquitted themselves better in the examination. Of the 24 girls on the roll, five were Hindus and 19 Muhammadans, and all of them were learning Urdu.

The Board is glad to record that the Deputy Inspector of Schools and the headmaster respectively express satisfaction at the working of their subordinates, and express a hope that this alleged zeal and diligence will during the current year be maintained and be proved by more encouraging results in subsequent examinations."

SITAPUR DIVISION.

HARDOI.—President, Mr. Evans, C.S. "As I only came here on 2nd April, I can only furnish a report based on the reports of the headmaster, high school, and the Deputy Inspector.

The following statement taken from the reports for the years ending 31st March, 1882 and 31st March, 1883, shows the state of the high school for 1882-83 as compared with 1881-82 :—

Year.	Number on roll.	Average attendance.	Fee receipts.	Number passed.	
				Entrance examination.	Middle class examination.
			Rs. a. p.		
1881-82 ...	160	87 p. c.	685 7 3	5	3
1882-83 ...	161	81 ,,	727 4 0	6	7

The examination results are better, and this is as good a test as any of the efficiency of a school. The headmaster pronounces favourably on the state of the school and praises the under masters.

Other Schools.—These may be divided under four heads :—

1. Middle class or vernacular town schools.
2. Primary schools.
3. Girls' schools.
4. Normal classes.

Middle class Schools.—I will treat each head separately. There are eight schools of this class with 12 branch schools as under :—

1. Pehani with one branch school.
2. Sandi with one branch school.
3. Gopamau.
4. Bawan.
5. Sandila with three branch schools.
6. Mallawan with two branch schools.
7. Bilgram with three branch schools.
8. Shahabad with two branch schools.

The Deputy Inspector's explanation of the general failure at the middle class examination is that the questions were unusually hard in mathematics. I can hardly call such an explanation satisfactory. It is very clear that the standard of the schools is by no means up to the proper standard, and considering the very liberal expenditure of money allowed by Government and large staff of teachers employed at each school, the miserable result showing one boy out of over 700 on the rolls as having passed the middle class examination in the 3rd division is by no means creditable to the educational staff of the district.

Primary or Village Schools.—The following statement will show the state of these schools this year as compared with last year :—

1	2	3	4	5	6
Year.	Number of schools.	Number on rolls.	Average daily attendance.	Fee receipts.	Total cost.
				Rs. a. p.	Rs. a. p.
1881-82 ...	113	3,751	3,020	1,359 12 6	9,858 8 9
1882-83 ...	114	3,774	3,061	1,437 3 3	9,128 9 1

The results at the annual examination are exhibited below :—

1	2	3	4	5
Year.	Class	Number on rolls.	Number examined.	Passed.
1881-82	III.	68	46	4
	IV.	339	213	50
	V.	530	419	218
1882-83	III	100	72	8
	IV.	309	212	59
	V.	557	394	262
	VI.	694	503	303

These figures show an improvement as compared with last year. I only hope that the examination is a real test of progress made, and that those who pass have some knowledge of the subjects in which they are examined.

Girls' Schools.—The number of these schools is 7 as against 8 last year and 9 the year before that. There is also a normal class consisting of 3 girls at Pehani.

The total number on the rolls has decreased from 192 to 166, and the daily average attendance from 153 to 147. The fee receipts have increased from Rs. 3-4-0 to Rs. 7-2-0, and expenditure from Rs. 937-14-4 to Rs. 1,005-13-4. The Deputy Inspector reports in exactly the same words that he did the year before, that 'one at Beharpur, two at Sandila and one at Pehani are going on pretty fairly and the others do something, but very slowly.' Such a report is of no use. The Deputy Inspector does not show whether the schools have been examined during the year or not; if they have been examined, he has omitted to show what the result of examination was. I am not aware whether the Inspector of Schools has examined these schools, but I think they should be thoroughly looked into – the sham schools closed and others carefully examined and the result recorded in the annual report. The expenditure by Government is very liberal and there should be some corresponding results.

Normal School (Male).—This is held at the Sandila school. The number of students is 21. The Deputy Inspector gives no details of the work done, or whether there has been any examination and with what result. I presume that some of these students hold Government scholarships. It should be shown whether their work during the year has been good and whether they should be allowed to hold the scholarships any longer.

On the whole, I am very disappointed with the Deputy Inspector's report. It is totally insufficient and gives a very bare account of the work done. I presume that the Inspector of Schools has been through the district and has formed his own opinion of the progress of education. The expenditure is very heavy and the natives evidently do not value the free education which Government offers them."

KHERI.—President, Mr. Gibson. "I will confine my remarks on this occasion to the results as exhibited by the statistics in the light of the acquisition of knowledge pure and simple, which the system acknowledges to be solely within its scope.

I do not feel myself bound by this restriction to refrain from urging, as I have done annually, the necessity of combining physical training with mental instruction; one is as indispensable to happiness as the other. To the masses who live by manual labour a strong constitution is of more value than the knowledge imparted by education. Health, and not mental food, is to them the bread of life. Yet instead of joining the two functions, an essential union for completeness, it is not unlikely that school life, if it does not impair the constitution, is not so healthy as the outdoor life of the boy at home.

The number of schools continues the same.

There are 74 primary or village schools, progress in which is measured by the number occupying the highest class.

4 vernacular town schools tested by middle class examination.

1 normal training school.

1 jail school.

2 schools at the Christian village of Panahpur belonging to the American Mission. These are primary village schools and raise the number of this class to 76.

Lastly, the high school at Lakhimpur and its branch. The test of efficiency here is the number of students who pass annually the Calcutta University Entrance Examination.

The village schools show a decrease in the average number on the rolls of 169, and the average daily attendance, which is the real test of popularity, a decrease of 128. The decrease is probably due, as the Deputy Inspector observes, to a serious and lasting epidemic of cholera and subsequently small-pox. The latter prefers the young of the school-going age.

The number on the rolls was 2,203.

There are very few boys at school above 15. The male population between 5 and 15 is about 108,000; call the school-going population 110,000. The percentage who attend school of boys too young to earn their living and who have no ground for not attending school is consequently only two. The Deputy Inspector will be invited to explain what becomes of 98 out of every 100 boys who can urge no plausible excuse for not being on the rolls.

The expenditure per head is Rs. 3-8-4 per annum, moderate enough.

Tested by classes, 54 per cent. are in the lowest form, and 23, 13, 7 and 2 in the next forms above in the order put. I do not see that these figures compare favourably with those of the preceding year or with any ideal standard. The 3rd or highest class has only 48 pupils.

But, as observed by the Inspector of Schools in his last report, the district is a difficult one to manage owing to the size of area, rise of rivers and fewness of roads (not that I am able to agree that the roads are few).

And I am able to endorse cordially the Inspector's commendation that the Deputy Inspector performs his duties with care and diligence.

The Deputy Inspector will, I have no doubt apply himself assiduously to increase the proportion between the daily attendance and the number of boys in the district between 5 and 15 years of age. It must be confessed it is at present ridiculously low. The attendance is still smaller if it is remembered that many of the children at village schools are infants too young even for the alphabet. I have not found a reluctance in people to send their children to school, except on the ground of their being required to help in home work. The system of paying teachers is well adapted to increase the attendance, and generally I have noticed a commendable zeal in teachers. There is, however, no doubt that education is spreading and its benefits are being more appreciated daily. A scheme of this kind must be of slow growth.

Female education is embryonic: 109 girls of a population of the school-going age, 5 to 15 years, of 80,000, is not a large number. The total female population is over 3½ lakhs. This work is beset with difficulties which time only will remove. Early marriage is at the root of this as of many other evils.

The cost per head, Rs. 4-12-7, is trifling.

The vernacular town schools do not exhibit advance.

The idea of a central normal training school is I think a good one, and I think boarding establishments should be divisional and not one in each district.

Education in the Christian village of Panahpur does not, in my opinion, compete successfully with our village schools, though it has more advantages. The material is perhaps inferior.

I regret to report unfavourably of the Lakhimpur High School. Second to none and superior to most of the schools in Oudh during the incumbency of the late head-master, Babu Mahendro Nath Dat, it has fallen off since the departure of this gentleman to a lamentable extent. I am not referring to the statistics merely, but to the loss of tone and vigour and life in the school. A school more than any other institution depends on personal government. I hope this decline will be arrested."

FYZABAD DIVISION.

FYZABAD.—President, Captain Barrow. "*High school Fyzabad.* For the entrance examination of the Calcutta University 5 boys passed out of 6 candidates: and in the middle class anglo vernacular examination 7 passed out of 17 candidates.

The new class started last year. The college class has 12 students, of whom two belong to this district. The boarding-house contains 21 students, of whom 8 are scholarship-holders. These boarders are making very satisfactory progres at cricket.

Branch Schools in Fyzabad city: there are four of these and they are well attended; 92 boys have been added to the rolls since last year.

Sanskrit Pathsala at Ajudhia.—The numbers have increased, the daily attendance has averaged 51 against 45 in the past year. Some improvements have been made to the school buildings by the construction of a boundary wall, a small boarding house and latrine.

Normal School at Akbarpur.—The average daily attendance has risen from 69 to 100.

Vernacular Town Schools.—In the Tanda school the daily attendance has risen from 74 to 85; in the Jalalpur school the daily attendance is 92, or one less than last year. Both the head-masters of these schools are unfavourably spoken of by the Deputy Inspector of Schools.

Village Schools.—The number of these has fallen from 78 to 72 and the numbers on the rolls from 2,951 to 2,790.

The daily average attendance this year stands at 2,156 against 2,197 in the past year."

BAHRAICH.—President, Mr. Ferrar, C.S. "The Deputy Inspector of Schools continued throughout the year to be Babu Shivnarain Tiwári, a most excellent, painstaking and intelligent officer, ever alive to the necessity of constant and close supervision of the schools especially in his charge. There were 75 Government village schools compared with 74 in last year, at which 3,367 pupils were enrolled.

These schools are scattered all over the district, and in addition are one middle class Anglo-vernacular school, three middle vernacular schools, one aided primary, two Mission schools, and two patwári schools in the town of Bahraich, one being privately kept up by the Kapurthala management. The Deputy Inspector travelled 2,444 miles and made 378 inspections in the year or more than an average of four to each school, which I think is satisfactory. His report is a very well written one, and I commend it to the favourable notice of the Director: as also the persons, official and non-official, mentioned by the Deputy in his paras. 33-36.

This officer inspects the three girls' schools of the district, two of these being American Mission schools and a Government school. This latter has on its roll 26 girls with an average daily attendance of 16, and the year's income from fees was 12 annas. The Deputy records that he inspected this school in company with Mr. Nesfield and "found the teaching loose as usual: on the whole, the school was dong no good." So the teacher, Dhuman Begam, was removed and a male teacher substituted. I am doubtful whether parents will allow their daughters to go to a school where the teacher is a man: and I shall be curious to learn the result of the change. Of the two Mission schools for girls the Deputy Inspector writes:—"These institutions are also in an unhealthy state and are not doing well." These are not aided schools, or the attention of the head of the Mission at Lucknow would be invited with a view to putting them on a better footing.

The Deputy Inspector gives full details regarding our three middle vernacular schools in Nanpára, Jurwal, and Bahraich, and of these all but Jurwal did very well during the year. On 9th March Mr. Nesfield inspected the school in company with his Deputy, and the latter writes that they 'found all the classes very badly taught and backward * * * * The present officiating headmaster is not to blame, but his predecessor * * * who has ruined the school by giving premature promotion to unfit boys and by his constant fighting with his subordinates and with the talukdár' of that *ilaka*. The school must be congratulated on the removal of such a headmaster.'

There are three Anglo-vernacular middle class schools, of which one is a Government aided school, that at Bhinga, and the other two unaided private schools founded and supported by the Kapurthala State—one in the south west of the district at Boundi, the other in the east of the district at Ekauna, and both having a strong staff of teachers. Neither of them is inspected by us, but in the tour season I visit them, as does also Mr. Nesfield when here. They are inspected by the Kapurthala Inspector, Mr. Whyte, who has submitted an interesting report on the working of the schools during the year and their present position. Mr. Whyte is a very well educated and competent Inspector; and it is owing to the careful supervision exercised by him that these schools, if not perhaps so entirely successful as might be wished, have attained their present position. Attached to each school is a boarding house where accommodation and servants are supplied free of charge to boys from a distance, and a number of scholarships are given to the most deserving of the pupils. These two schools along with the patwári school mentioned above are maintained at a cost of close on Rs. 400 per mensem, and are a noble instance of what an estate under enlightened management can do towards educating those who wish to be educated.

And the same may be said of the Bhinga English school, which has been endowed by the talukdár, Rája Udai Partáb Singh, with a sum of Rs. 16,500 forming a trust in the name of the Deputy Commissioner of the district. This school has 90 boys on its register, most of whom pay no fees, the annual amount of these being only Rs. 69 for the year under report, the expenditure being Rs. 1,080. Mr. Nesfield visited the school in February and found that the headmaster had been doing too much himself, to the neglect of the lower classes. In other respects he was fairly satisfied with the school. The Rája, who is a most enlightened young landlord, gave the school a large number of books within the year.

I may in this place remark that the Rája of Nanpára, in the north of the district, has opened an Anglo-vernacular school in the town where he resides. It is scarcely yet in full working order, and no report or returns connected with it have been submitted. When properly started, with an efficient headmaster, it will be specially reported on by me.

The mission, aided, vernacular school in the town of Bahraich affords instruction to 130 boys. The success is not such as it might be. The Deputy Inspector writes of the result of the annual primary examination, for which boys from 4th and 5th classes went up, that 'the result of the 5th class was moderately well, but that of the 4th class very discreditable (all six boys who went up having failed) to the school.' The attention of Mr. Knowles, of the American Mission at Gonda, under whose supervision this school is, will be invited to the necessity of putting the school on a more satisfactory basis, and a copy of these remarks, as also of Deputy Inspector's, will be forwarded to him.

The patwáris' schools are special institutions for the training and education of patwáris, both held at head-quarters.

There are 38 indigenous schools scattered throughout the district, the most important being the Sanskrit Páthshálá at Kaisarganj supported by the Kapurthala

management, which has granted to it a *muáfi* of 2,000 bighas, the annual profits from which are Rs. 1,000. Some 30 boys attend the school, paying no fees and getting their daily food and half-yearly clothing free—another instance of the liberality of the Kapurthala management.

The Normal training school has been very successful in passing its pupils this year. The Deputy Inspector records that it has done the best of all the similar schools in the province, the headmaster having got a special prize for his success.

His report is a careful and well-written one and evinces the great interest he takes in his work. There are 96 pupils on the roll as compared with 88 last year. There were 40 withdrawals, 'sons of low-caste people, who as a rule bear a profound contempt towards learning:' for holding which opinion they certainly cannot be blamed when they see that the result of having their sons educated is not only to keep them, the latter, from following their fathers' trade, and thereby contributing to the family support, for 17 or 18 years, but also to make their sons discontented with their proper station in life and imbued with feelings of contempt for their parents. Sympathy must certainly be felt for the latter when they see that all family ties and feelings of affection are snapped by teaching their sons to despise the lot to which they were born.

The Educational Gazette, monthly, is circulated to all school-masters in the district, as are the books making up the Village Teachers' Library, in which there are now 1,545 volumes, a *Kahár* being always on the move in circulating the books from school to school. Books costing Rs. 87 were purchased within the year.

Babu Kalidás Mukarji, Headmaster, has submitted a well-written and instructive report on the Bahraich High School, where 138 pupils are being educated. It is satisfactory, looking at it from a departmental point of view, to learn that 'in the last entrance' examination this school may be said to 'have won the red ribbon if not the blue one.' As the report is addressed to the Inspector of the Circle, a copy only having been sent to me, it is unnecessary to go further into the details of the school working during the year.

To sum up: the Educational Department has done well all round during the year, and I have much pleasure in recommending for favourable notice the Deputy Inspector and the headmasters in charge of the principal schools in the district."

GONDA.*—Secretary, Munshi Golab Rae. "During the year under review there were 127 schools, as detailed below:—

(*a*)	High school with its branch	1
(*b*)	Town schools	5
(*c*)	Village schools for boys	100
(*d*)	Ditto ditto for girls	7
(*e*)	Balrampur grant-in-aid school	1
(*f*)	Aided Mission schools for boys	6
(*g*)	Unaided ditto ditto	3
(*h*)	Ditto ditto ditto girls	4
	Total ...	127

I shall speak of these schools in the order I have named them above:—

High School.—This school commenced the year with 136 and closed with 154 boys on its rolls. The average number of pupils and the amount of fees realized were better than in the preceding year, the figures being 135 against 122 and Rs. 645-3-6 against Rs. 585-13-9. The total cost during the year under review was Rs. 5,014-7-7 as compared with Rs. 4,979-2-4 in the year before. The average cost per pupil was Rs. 40-3-3 against Rs. 42-9-0 in 1881-82.

Six boys were sent up for the Entrance Examination of the Calcutta University, and they all passed, three in the 2nd and three in the 3rd division. The result was very creditable to the school. Four of the passed students have been awarded scholarships by the District Board from the Ross Scholarship Fund and have gone to Fyzabad to prosecute their studies there for the First Arts Examination. Of the other two, one has entered the Deputy Commissioner's office as an apprentice and the other has gone to another province in search of employ.

Eight pupils out of a class of 10 went up for the middle class Anglo-vernacular examination. Of these only three passed. The result, though not as good as could be reasonably expected, was better than in the preceding year when only two had passed out of 10 examined.

The boarding-house is taken advantage of by the boys from the country and appears to be well superintended. At present it affords accommodation to boys attending the normal school as well as to those attending the high school. But as the present boarding-house cannot accommodate them all conveniently now, arrangements are being made to secure another building on rent or otherwise for the students of the normal school.

"*There is a general lack of interest in education in this great agricultural district. As shown in the Census Report, Gonda is the most backward district in the United Provinces. Apart from the difficult question raised by the Secretary, I think it is certain that in this district of Brahmans there is absolute supineness with regard to the acquisition of any sort of knowledge. So far as my inquiries have gone, I have been unable to discover the existence of those indigenous schools which in other places supplement, if not supplant, the Government institutions in popular favour."

(Sd.) "JAMES WHITE."

The Gonda High School boasts of two useful institutions for the mental and physical exercise of the pupils—namely, a 'debating club and a cricket club.' The cricket club was formed last year under the auspices of the Deputy Commissioner, Mr. White.

The construction of two additional class-rooms was sanctioned by the committee during the year under review. One has been finished already and the other is being rapidly pushed on.

Town Schools.—The number of these schools remained the same as in the preceding year, *i.e.*, five. One of them at Gonda has a normal class attached to it.

The total cost of these schools (excluding building charges) amounted to Rs. 3,041-12-1 in 1882-83 against Rs. 3,389-13-6 in 1881-82. This does not include the expenditure on the Colonelganj school which was defrayed from the allotment made for the village schools. The cost of Colonelganj school was Rs. 644-1-0 in the year under report as compared with Rs. 110-8-0 in the year before. If we add these sums to the figures given above we shall have Rs. 3,685-13-1 and Rs. 3,152-4-0 respectively for the two years under comparison. The cause of increase in the expenditure was that Colonelganj was converted into a town school only on 1st January, 1882; so that it had been a town school for only three months in 1881-82 and for the whole year in 1882-83.

The average number of pupils taught in these schools was 511 and 479 respectively during the two years under comparison. The average cost per pupil was Rs. 7-3-5 in 1882-83 and Rs. 6-9-3 in 1881-82. The cause of rise in the percentage of tuition was the same as of rise in the total expenditure explained above.

The vernacular town schools at Gonda and Paraspur succeeded in passing one boy each through the middle class examination.

The former had sent up seven and the latter eight boys. Nawabganj and Utraula appeared with three and one boy respectively for this examination, but reaped no success. Colonelganj sent up no one for this examination, having been in existence only comparatively for a short time. On the whole the result of the middle class examination was not, in my opinion, creditable to any of these schools.

The Deputy Inspector speaks well of the headmasters of the town schools, except of that of Nawabganj, whom he considers wanting in energy.

Boys' Village Schools.—The number of these schools was the same as in the previous year, namely, 100. The receipts from fees fell from Rs. 770-1-1 to Rs. 762-12-9, or by Rs. 7-4-4. The fall is so slight that it calls for no remarks.

The number of pupils on the rolls has risen from 2,917 to 3,027. The result of the annual examination was better than in the preceding year and shows an improvement in tuition. Of the 89 boys who have passed through the 3rd or the highest class, seven have joined the high school and four the normal school to prosecute their studies there. They have all been awarded a scholarship of Rs. 3 per mensem each. It is not reported what has become of the remaining 78. I hope they have joined the professions of their fathers, though from what I know of the people and of the system of our education, it can hardly be said that my hope has a leg to stand upon. Whilst on this subject I may be pardoned for remarking, with due deference to the educational authorities, that our present system of mass education is not what is required by the people. But I do not intend to discuss at any length the subject here. I shall merely observe, *en passant*, that a smattering knowledge of history and geography (almost if not quite entirely forgotten soon after leaving the school) can hardly be of any practical use to the son of a cultivator or a shop-keeper or an artizan. If we could replace the books at present taught in our village schools by books containing lessons on practical agriculture, such as modes and seasons of tilling the land, manuring, sowing, irrigating, &c., with a small knowledge of practical chemistry, we would do a vast amount of real good to the people and make our schools certainly more popular and useful. The present system has the tendency of making the people of this country a 'service-seeking nation and consequently discontented.'

The total cost on the boys' village schools amounted to Rs. 10,386-11-7 against Rs. 10,161-14-4 in the preceding year, and the total number of boys taught was 3,027 as compared with 2,917. The average cost per pupil was Rs. 3-6-10 against Rs. 3-7-8.

Female Village Schools.—The number of these schools was the same in 1882-83 as in 1881-82, *viz.*, 7. The average number of pupils on the rolls was 136 against 133, average attendance 99 against 90, and the percentage of attendance was 73 against 67. No fees are collected in these schools.

The total cost was Rs. 672-0-7 against Rs. 662-4-0 and the average cost per pupil was Rs. 4-15-0 and Rs, 4-15-8.

*Balrampur Grant-in-aid School.**—This school is under the patronage of Her Ladyship the Maháráni of Balrampur.

The numbers have fallen from 172 to 168 and the average daily attendance has risen from 120 to 126.

"*The late Mahárája by his will left Rs. 4,000 per annum to be expended on this school at the discretion of the local educational authorities. I trust that Her Ladyship the Maháráni will see fit to propose a mode of utilizing this liberal grant.

(Sd.) "JAMES WHITE."

The total expenditure amounted to Rs. 3,307-4-0, against Rs. 3,319-11-9 in the preceding year, including Rs. 1,560, Government grant-in-aid in each year. The average enrolment was 176 against 173 and the average cost per pupil was Rs. 18-12-7 against Rs. 19-3-6.

The results of the examination were very unsatisfactory: one boy was sent up for the entrance and five were sent up for the middle class examination, but they all failed. The failure is attributed by the headmaster to want of presence of mind, bad writing and bad spelling both in English and Urdu. Bad writing and bad spelling are defects which tell very unfavourably on the future careers of boys and should not be neglected by the school-masters.

The headmaster complains of the mode of teaching of his subordinates and attributes the cause of their apathy to want of promotion.

If the Rs. 4,000 willed by the late Mahárája could be directed to this school, its status would surely be much improved and several branches opened as its feeders.

Mission schools.—There were six aided and seven (including four female) unaided Mission schools. The first six schools received a grant-in-aid of Rs. 434 (Rs. 324 from grant-in-aid fund and Rs. 110 from local rates funds).

The total cost of the six grant-in-aid schools amounted to Rs. 1,226; the total number of pupils was 227 and the total cost per pupil Rs. 5-4-6.

The total cost of the unaided boys' schools was Rs. 396, the total number of pupils 118, and the average cost per pupil Rs. 3-5-8.

The total cost of the unaided girls' schools was Rs. 531, the total number of pupils 86, and the average cost per pupil Rs. 6-2-9.

The Mission school at Gonda sent up two boys for the middle class examination and one of them passed.

The Deputy Inspector of Schools inspected five of the Mission schools during the year, *viz.*, Gonda, Nawabganj, Gore Bazar, Colonelganj and Sakroura. The Gonda school he visited in company with the Inspector of Schools and found it doing well. He made no report on the inspection of Nawabganj school. The results of examinations of the other schools were below the average

Inspections by the Deputy Inspector of Schools.—During the year under review the Deputy Inspector of Schools travelled 2,103 miles and made 362 inspections, as compared with 369 inspections in 1881-82 and 364 in the year before. In my opinion he should not lay so much stress on the number of visits as on the thoroughness of the work.

"The example set by the Deputy Inspector in Bahraich in the matter of inspections deserves to be followed by the other Deputy Inspectors in this division. The Gonda Deputy Inspector has asserted that it is quite impossible for him to visit each school so frequently as three or four times, but the Bahraich man has shown that it is feasible.

It is matter for regret that the Missionaries' efforts in the educational line should be failing. It is mainly their schools which entitle them to our sympathy, and if they fail in them they fail altogether.

The Kapurthala unaided schools and the Bhinga aided school form a brilliant contrast. At Nanpára also a similar school is being started by Rája Jung Bahadur. In Bahraich the talukadárs appear to be vying one with another in educational matters. Doubtless some of this healthy spirit is due to the encouragement and advice given by the Deputy Commissioner, and he is to be congratulated on the result."

RAE BARELI DIVISION.

RAE BARELI.—President, Mr. Chapman. "From the 1st April, 1882, under the new decentralisation scheme all Government schools in the district have been placed under the administration and financial control of the District Committee, constituted under the orders conveyed in the Government, Financial Department, Resolution No. 393 of 4th March, 1882, but all matters in connection with tuition, direction of studies and examinations were left in the hands of the departmental officers.

With these the committee have nothing to do. Since the introduction of the new scheme the functions of the old Educational Committee ceased and the working of the District Committee in all matters connected with education has come before you (the Commissioner) from the copies of the minutes of its monthly meeting regularly submitted, so that a *resumé* is not called for; it will be sufficient to say that the

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"Munshi Jugul Kishore is active and intelligent, but the condition of the village schools is not such as to reflect any great credit on his exertions The district is a very large one, the schools far apart, and the agricultural population more than usually apathetic. But it has been found elsewhere that the countenance and patronage of the district officials have always exercised a considerable effect on the attendance in the village schools. This remedy is apparently being applied for the first time in Gonda, and I trust that in future reports the total number of school-going boys will have considerably increased. It is absolutely necessary that the Deputy Inspector should accept this new position loyally and not resent the necessary curtailment of his authority. I am unable to report entirely favourably on Munshi Jugul Kishore's work for the past year, but I trust that matters will go more smoothly in the year now current I would suggest that the title of this Officer's appointment be changed from Deputy to *District* Inspector."

(Sd.) "JAMES WHITE."

Educational Department has not apparently suffered from the change and there has been perfect harmony between its officers and the District Committee.

High School.—From the headmaster's report it would appear that there has been a fall of six in the average number of pupils on the rolls during the year under report as compared with the figures of the preceding year; but it is gratifying to note that the average daily attendance has from 115 in 1881-82 risen to 127. The headmaster ascribes the decrease in the number on rolls to the inadequateness of the teaching staff in the 7th class, consisting of over 50 boys. It is doubtlessly impossible for one man to teach so large a number satisfactorily. He therefore asks for an additional teacher for the class on Rs. 10 per mensem and if funds permit another teacher will be given him.

There has been a decided improvement in the fee income as compared with that of the previous year. The amount has risen from Rs. 799 in 1881-82 to Rs. 924 during the present year.

Except in the upper primary section there has been a decided fall in the average cost to Government for educating each pupil: and in the upper primary section the increase on total cost is only Re. 1-4-0 attributed to a falling off in daily attendance.

During the year under report the high school sent up five boys to compete for the University Entrance Examination. One was prevented by domestic calamity from appearing at the examination. Of the remaining four, only one passed in the 3rd division. This is rather an unsatisfactory result considering the status of the institution and the staff of its teachers. The result of the annual examination of the 2nd and 4th classes was also not creditable. Only two boys out of 13 in the 2nd class obtained merely 'pass' marks for promotion to the entrance class.

For middle class examination 12 boys were sent up, but only three passed. The result does not compare well with that of the last year.

The superintendent of the boarding-house speaks favourably of the conduct of the boys, and the headmaster reports an absence of complaints. Their health throughout the year has been good.

Vernacular Town School, Salon.—The total number of pupils on the rolls, including the normal class composed of the "stipendiary" students, has been 115 against 107 in the previous year. The average daily attendance of pupils has increased from 83 in 1881-82 to 100 during the year under report. There has been an increase of Rs. 7 in the collections of fees over that of the previous year. In the normal class are trained teachers for the district village schools. During the year there were 17 'stipendiary' students, of whom 13 were Hindus and 4 Muhammadans. One student went up for the middle class examination, but failed. In my cold-weather tour I visited this school and examined the boys in the three Rs; they acquitted themselves creditably; the masters had evidently taken pains with the boys.

Vernacular Town School, Inhauna.—The average number of pupils on the rolls during the year and the average daily attendance have both risen, the former from 83 in 1881-82 to 94 and the latter from 75 in 1881-82 to 86. An increase in the fee income has necessarily followed the increase on the rolls. In fees the sum of Rs. 64-11-0 has been realized against Rs. 58-5-0 during the previous year. There has been a slight falling off in the total cost to Government for the maintenance of this school. The total expenditure during the year has been Rs. 800 against Rs. 810 in the last year. The school did not acquit itself creditably at the middle class examination: only one boy out of five appearing passed.

Vernacular Town School, Jais.—There has been a slight increase in the average number of pupils on the rolls as compared with the figures of the last year. The average daily attendance has risen from 78 in 1881-82 to 93 during the year. The fees realized amounted to Rs. 56 against Rs. 45 in the last year. The school made a very poor show in the middle class examination. Five boys appeared and all failed.

Village Schools.—During the year under report the number of village schools has risen from 111 in 1881-82 to 114. The average enrolment during the year has been 4,990 against 4,785 in the preceding year. The average daily attendance has been 3,904 against 3,807 in the previous year. The percentage of average attendance to average enrolment being 81 in 1882-83 to 80 in 1881-82.

Schooling Fees.—The fee income has increased from Rs. 1,083-11-3 in 1881-82 to Rs. 1,109-9-6 during the present year, the average cost to Government per each school has come down to Rs. 108-1-6 from Rs. 118-6-1 in 1881-82 and that per each pupil to Rs. 2-7-9 from Rs. 2-11-11 in the preceding year.

From the report of the Deputy Inspector of Schools it appears that the village schools of the district have been doing good work. The village school teachers generally take pains with their boys.

Girls' Schools.—There are three girls' schools in this district. The average number of pupils on the rolls has been 80 against 58 in the previous year. The total cost to Government for educating these girls has been Rs. 154-8-0 in the present year against Rs. 168 in 1881-82.

On the whole, there has been an increase in the number of pupils, an increase in the fee income, and a decrease in the cost to Government. All this is satisfactory, but the number of failures at the different examinations points to something wrong. My

own opinion is that for the sake of sending up pupils on the off chance of their passing, many boys are sent up ill-prepared. The district is fortunate in having Mr. Roberts as headmaster of the high school and Sayyid Raza Husain as Deputy Inspector of Schools."

SULTANPUR.—President, Mr. Harrington. "Very decided progress has been made. Numbers, attendance, and fees show an improvement.

The distinguished success of the Sultanpur High School will give a stimulus to the whole department; and the headmaster deserves no small credit for so successfully struggling on against repeated disappointments

The Deputy Inspector, Ebadullah, is devoted to his work The District Committee is well satisfied with him, and the Inspector of Oudh Schools, Mr. Nesfield, reported very favourably on the work done by him.

I doubt if the middle class vernacular schools do as much as might be expected from them. Their certificates being necessary to candidates for Government employment, every facility should be given to lads for securing this necessary passport to a livelihood. In the Sadar the want of good vernacular as opposed to Anglo-vernacular training is particularly felt. There should be provision for both.

The high school will shortly be enlarged; it has fairly outgrown its present limits."

PARTABGARH—President, Major Grigg. "The number of scholars in the main school has increased from 147 to 151. Increase is confined to the middle section, in which there were at the close of the year 26 against 19 last year.

Fees have risen from Rs. 577-6-0 to Rs. 650-2-0. In 1874, when the headmaster assumed charge, the receipts were Rs. 280-4-0.

In the entrance class, which is immediately under Pandit Bishambhar Nath, the results were very satisfactory; four out of the five went up for the Entrance Examination of Calcutta University, of whom three passed.

It is satisfactory to note that two of the boys who have passed the University Entrance Examination have determined to enter the Medical Schools of Agra and Lahore.

The number of boarders has risen from 19 to 21.

The Belah branch school has still a fair attendance and has done well in the annual examination.

During the year the Officiating Deputy Inspector visited 252 schools, and reports that on the occasion of his visits, with two or three exceptions, he found the teachers at their work.

With regard to the vernacular tahsíli school, Patti, and normal tahsíli school, Partabgarh, the Deputy Inspector regrets to report that out of four from the first mentioned school who appeared at the middle class examination not one passed, whilst four out of 11 from the second school succeeded in passing the examination. He attributes these unsatisfactory results to the inferior class of teachers met with in this district; and, in the case of Partabgarh school, to the cholera which was very bad in the town for two months of last year, when the school had to be closed.

It is satisfactory to note that the number of boys in the Patti school has risen from 68 to 73, and in Partabgarh from 107 to 129.

The difficulty experienced in obtaining a site for the boarding-house has at length been overcome and the building is now in a fair way to completion. The expense incurred in levelling and clearing the site was made good by Rája Ajít Singh, who very generously gave Rs. 100 for the purpose. The building is now almost finished.

The girls' school at Partabgarh had to be closed for want of a school-mistress. Cholera carried off the old Maulvi and several of his relatives, and his widow, heart-broken, threw up the teachership.

When in camp I visited the girls' school at Gutni and was much pleased with it. The girls read nicely and are able to do a little ciphering. It was stated the school would improve much if it was held in a separate building; also if a couple of kahárs were entertained to carry the girls to and from the school. After much trouble an empty house was obtained, but the kahár difficulty still remains. The 'raises' of Gutni might well provide these men at their own expense.

At Manickpur there existed a girls' school some years back, but the attendance was so small it had to be closed. When at this place I collected a large number of Muhammadans, and although they agreed in the necessity for such a school, they would not bind themselves to send their girls to it, unless a school-room was built for the purpose and kahárs entertained.

The Municipal Committee has come forward with a grant of Rs. 120 for a girls' school at MacAndrewganj which was started last month, the Church Mission Society having offered to provide books, &c. I trust this school may prove a greater success than its predecessor, which had to be closed last year owing to the attendance having dwindled down to almost *nil*.

The two aided schools do not appear to be flourishing; one, however, has been but recently started and the Deputy Inspector has hopes of its improvement.

It is satisfactory to find that the number of village schools has increased: as also that the number of boys attending them has risen from 2,667 to 2,966. The funds at the disposal of the committee are apparently unequal to maintaining the additional staff which the Deputy Inspector considers essential to the well-being of the schools. This is a matter which demands the serious attention of the District Board.

I think, on the whole, the Deputy Inspector is to be congratulated on his efforts to improve education in village schools.

Sixty out of the 74 school buildings are now tiled, and out of Rs. 555 sanctioned Rs. 470 have been expended during the year in repairs.

These will now be executed by the District Engineer, and it will be rather interesting to note how that officer with his extravagant Public Works Department rates will dispose of the annual allotment, which allows of an average of Rs. 7-8-0 being expended on each school.

The library is fairly appreciated, but the number of new books added to it annually precludes it being of any great value as a means of imparting knowledge.

I regret to say that with the exception of Pandit Kishen Lal, and perhaps Pandit Bisheshar Dayal, I have not succeeded in getting the members of the District Board to take any active interest in educational matters. When sub-divisional boards are called into existence a change in this respect may take place, but from past experience I doubt very much any very marked improvement.

The committee is, I think, to be congratulated in having two such excellent men as Pandit Bishambharnath and Ahmad Husain to carry on the work of education in this district. The former has just passed the pleaders' examination and seeks employment in the Judicial line, for which I believe he is well suited. Ahmad Husain is an active man, earnest and zealous in furthering education."

The following reports were received too late for insertion in their proper places:

SITAPUR.—President, Mr. Dyson. "The following statement will show the total number of schools of all kinds now at work as compared with last year:—

	1881-82.	1882-83.
I.—High School	1	1
II.—Middle class anglo-vernacular schools ...	2	2
III.—Vernacular town schools	7	7
IV.—Primary village schools	125	128
V.—Primary vernacular female schools ...	4	12
VI.—Elementary female normal class	1	1
Total ...	140	151

High School.—The High School has made improvement in almost every respect. The attendance and fees have increased, as shown by the following figures:—

	Number on roll.	*Average daily attendance.*	*Fee collection.* Rs. a. p.
1881-82	141	99	492 8 6
1882-83	161	111	551 4 3

The talukadari pupils have increased from 5 to 8. The average cost per pupil was Rs. 39-6-2 against Rs. 43-5-2 last year.

The number of scholars in the high and middle classes have also increased from 29 to 34.

Four candidates were sent up for the Calcutta Entrance Examination and all of them have passed. The success obtained by the High School at this examination is the more creditable that the present Head-master found the school, specially the higher classes, in a most unsatisfactory condition when he took charge in February, 1882.

The result of the anglo-vernacular middle class examination was not so bright; five candidates were sent up, of whom two only have passed. But it has been a subject of general remark that this examination was unusually stiff.

There are four feeders to the High School, known as branch schools at Sitapur Khás, Tarinpur, Thompsonganj and Sadar Bázár; during the year under report they sent up 24 boys to the main school.

Middle Class Anglo-vernacular Schools.—Of the two middle class anglo-vernacular schools, one is located at Mahmudabad and managed by Rája Amir Husan Khan. It receives a grant-in-aid of Rs. 87-8-0 a month from Government.

This school is not doing well. The average number on roll and the average daily attendance have fallen from 96 and 75 to 73 and 63 respectively, though the fee collection has increased from 24 to 34. The cause of the decline the Head-master attributes to the strict measures taken to raise the income from fees.

Out of two boys in the middle class, which is the highest class of this school, one was sent up for examination and failed. The result of the examination conducted by the Deputy Inspector, as reported by him, was also not satisfactory.

I was not able to examine this school, but from a conversation with the Head-master and the facts disclosed in the present report, it is plain that the liberality of the Rája is not rewarded as it should be by the persistent effort of both masters and boys. The English section of this school is at present a failure.

The Khairabad middle class anglo-vernacular school is under the management and control of the Revd. J. E. Scott, of the American Methodist Mission. The

average number on the rolls is almost the same as last year, *i.e.*, 151 against 152, but the average daily attendance has increased from 99 to 115. It did not send up any candidate for the middle class examination during the year under report. It receives a grant-in-aid of Rs. 420 a year from Government and Rs. 60 from the Khairabad municipality. This school is on the whole doing well, but more care should be taken of the English section.

Vernacular Town Schools.—The number of vernacular town schools is the same last year. They are located at Biswan, Laharpur, Paentipur, Misrikh, Machrehta, Khairabad, and Thompsonganj. The following figures show the number of names on the roll and the average attendance at each of these seven schools compared with last year :—

	Name on roll.	*Average daily attendance.*
1.—Biswan—		
1881-82	81	69
1882-83	108	90
2.—Laharpur—		
1881-82	62	52
1882-83	82	59
3.—Paentipur—		
1881-82	66	60
1882-83	71	59
4.—Misrikh—		
1881-82	68	50
1882-83	54	49
5.—Machrehta—		
1881-82	76	69
1882-83	67	52
6.—Khairabad—		
1881-82	60	50
1882-83	60	51
7.—Thompsonganj Mission School—		
1881-82	60	45
1882-83	69	51

These schools are said to have been doing well, specially the one at Biswan. The Deputy Inspector in his report lays stress on the insufficient accommodation of the Khairabad school.

Primary Village and Town Schools.—Including six night schools, there are 128 primary village and town schools, against 125 last year.

Of the nine primary town schools, four are auxiliary to the Sitapur High School, and the remaining five are feeders to the Thompsonganj Mission school. The latter are under the management of the Revd. J. E. Scott. The total number of boys on the roll at close of the year was 103 and the average daily attendance 91.

The total number of pupils on rolls and the average daily attendance in village schools were 3,977 and 2,964, against 4,116 and 3,159 respectively last year.

Of this falling off, the causes assigned by Deputy Inspector are, press of agricultural work, fever, small-pox, &c., as usual. However, a certain amount of fluctuation is to be expected from year to year.

The cost of educating each pupil has been Rs. 3-8-10 against Rs. 3-9-3 in previous year, which shows a slight decrease per head over last year.

The fees from village schools have fallen from Rs. 783-13-0 in 1881-82 to Rs. 703-4-3 in 1882-83. The falling off in the number of pupils accounts for this deficiency.

Under the new decentralization scheme, the Deputy Inspector has been relieved of the onerous duty of looking after the construction and repair of village school buildings.

There are six night schools for day labourers. The number attending these schools is, the Deputy Inspector reports, on the increase. Three students have this year passed the lower primary examination, which is encouraging.

The Deputy Inspector still complains of inefficiency of village teachers, but he expects that in a few years more this complaint will be removed.

Female Schools and Female Normal Class.—The number of female schools has increased from 4 to 8; of these four are missionary schools having 160 names on the roll at the end of the year, the average daily attendance being 130. The four Government female schools have, the Deputy Inspector reports, made very little progress during the year. The number on the rolls and the average daily attendance have decreased from 85 and 67 to 82 and 66 respectively, and not a single school could achieve success in the annual examination. The cause of this he assigns to the inefficiency of female teachers. Though there is a female normal class, it has not been able to turn out good teachers yet. If it be chiefly a question of payment, an increase in salary will ensure more efficient school-mistresses. I shall be prepared to recommend to the Board a moderate additional grant for the year.

The educational sub-committees mentioned in the margin are especially commended by the Deputy Inspectors for the interest they have taken in the schools with which they are concerned.

1. Malhapur School Committee.
2. Rampur Mathura ditto
3. Mahewa ditto
4. Gajra ditto
5. Pirnagr ditto
6. Ramgarh ditto
7. Rahimabad ditto

The Deputy Inspector reports that 130 new publications have been added to the vernacular library, thus making a total of 1,885 against 1,755 volumes in the previous year, of which 330 were circulated during the year, against 317 in 1881-82 and 314 in 1880-81. This shows that the taste for reading among the village teachers is gradually increasing.

The normal class attached to the Biswan tahsíli school sent out nine students for the final examination, of whom four passed in all the subjects and five partially. The number at present on the roll is 14.

Thákur Harihar Baksh, the young talukdar of Saraora, has not been able to make fair progress in his study this year owing to ill health. The small elementary vernacular school started by him at Kumarpur for the benefit of his tenants is doing well.

Indigenous schools are comparatively few in this district, and are gradually dying out.

The patwári school, held in the verandah of the Deputy Commissioner's office, shows improvement over last year. The number on the roll at the end of the year is 110 against 43 in the previous year, and the average daily attendance is 25 against 19. In the month of March last, a large number of patwáris and candidates got their names registered with a view to appear in the examination held towards the close of the month. This accounts for the great difference between the number on the roll and the average daily attendance. The result of the examination has not been announced yet. The amount realized in fees was Rs. 254-4-0 against Rs. 113-7-0 in 1881-82, and the expenditure was the same as last year, *i. e.*, Rs. 192 at a monthly rate of Rs 15 for pay of teacher and Re. 1 for contingencies.

The following comparative statement will give a general idea of the numbers under instruction during the year under report :—

	Average enrolment.	Average attendance.	Fee collections.	Total cost.
			Rs.	Rs.
1881-82 ...	5,442	4,115	1,818	25,260
1882-83 ...	5,423	4,090	1,882	25,986

The number of teachers recommended for promotion is, I think, 38. Mr. Nesfield advocates payments by results, and I am not prepared to suggest to the Board any other course.

The Deputy Inspector, Keshava Chander Deb, is an able, zealous officer, who is doing his best to promote education in the district.

The following reports were received too late for publication in their proper places:

MORADABAD.—Secretary, Mr. Galbraith, C.S. "I was placed in charge of the Department towards the end of 1882 ; and owing to revenue work of miscellaneous descriptions, I was unable to visit as many schools during last cold weather as I should have wished to. The inspection, however, of the schools throughout the district has not in any way suffered, for the Inspector of the Circle, Mr. Graves, visited and examined thoroughly nearly every school in the district.

There are in the district—

One zila school (Moradabad).
Six tahsíli schools.
Two pargana schools.
115 halkabandi schools.
One municipal anglo-vernacular school in Amroha.
Nine municipal free schools.
Three municipal female schools.
One town fund school.

Upon the whole the results, save in one particular, may be said to have been satisfactory, while even in that exceptional case there are circumstances which palliate the failure. The failure referred to is unfortunately at the top, not as one might wish at a less prominent place in the edifice. The results of the middle class departmental examination of the year were lamentable. Thirty-one candidates, of whom 18 were Musalmans and 13 Hindus, appeared at this departmental examination : of these not one single candidate was successful. The papers seem, however, to have been in many cases, as even the Inspector of the Circle admits, very stiff, and the failure was very general throughout the Division, and very partially so throughout the province. Indeed, there were nine other districts similarly placed as to results with Moradabad, and in no district were the results fairly good. At the same time one must in fairness point out that one Moradabad candidate did pass, and he was a private student of the Amroha-pargana. There is, therefore, reason to regret the failure on the part of the Government schools, though there is something to be said in palliation of that failure.

In other respects the educational results, so far as the actual material on which Government resources were brought to bear, were successful as compared with last year. The High School, Moradabad, has apparently shown good results as judged both by the Head-master, Mr. Bonnaud, and the Inspector, Mr. Graves. One point the Head-master points out which is satisfactory, and that is that the Muhammadans who attend the school are increasing in number. He laments the paucity of masters, and if his results be considered good, his appeals deserve consideration.

With respect to the tahsíli schools the *status quo* may be said to have been retained, save in the case of Thakurdwara, while in three cases improvement is shown,

The Moradabad tahsíli school has improved considerably as compared with last year, and that is to be considered as the more satisfactory when it is remembered that the teacher of the school was censured last year by the inspecting officer on account of the inferior educational status of the school. The average attendance was 58 boys.

The Amroha school shows a very considerable increase in the roll, the rise being from 83 to 104. The number of passed boys, however, is not as high as one would wish.

Of the two pargana schools of Kant and Sirsi, the former shows a steady increase in the number of pupils, and its educational position is satisfactory save in one subject, that of dictation. The teacher's attention has been drawn to the defect. The Sirsi school roll shows a pupil attendance of 63, but the state of the school did not fully satisfy the Inspector. I visited the school myself, and the results did not all satisfy me. The mathematical knowledge was especially mediocre.

The halkabandi schools in the district number 115, and of these six are girls' schools. Of the 109 boys' schools 106 teach up to the 3rd class, and but three are middle class, teaching up to the 1st class. These are in Seid Nagli, Harthala, and Kundarkhi, situated in the Hassanpur, Sambhal, and Bilari parganas respectively. As compared with last year, there is a decrease of two in these higher primary schools; the three now in existence are in a satisfactory condition.

The number of the lower primary schools has also fallen in number, being in the year 1881-82, 114, as against 109 of the year under report: these schools were closed owing to the very limited attendance of pupils. The total number of pupils attending the 115 schools amounted to 3,132, and the daily percentage of attendance was 2,326·11.

The state of these primary schools is on the whole satisfactory, and the Inspector of the Circle, who examined 114 schools in the two primary standards, reports a marked improvement all round, more especially in the Moradabad and Bilari parganas. In these 114 schools he examined 194 pupils for the upper primary standard, and of these 133 passed successfully. Six hundred and forty-four boys presented themselves for the lower primary standard, of whom 479 were successful, and these figures give a percentage of 69 and 73 for the higher and lower primary standards respectively.

Of the girls' schools two are situated in the Sambhal pargana, two in the Moradabad, one in the Hassanpur, and one in the Amroha parganas. The attendance of girls is not high, but the Deputy Inspector tells me these six schools are in a fairly satisfactory condition.

There are nine municipal free schools in the district of the primary standard. All save one in Chandausi are in a satisfactory condition.

There remain the purely Mission schools which receive a grant-in-aid from Government; they are in Moradabad, Sambhal, Chandausi, and Hassanpur. The two schools in Moradabad, or, to be more correct, the Mission school, with its branch school, would bear improvement. The Inspector remarks:—'I cannot say that the school is in a very satisfactory state as regards instruction.' The attendance is somewhat below the mark when considered side by side with the grant given by Government, but the deficit is small, and the grant is recommended for continuance. The Inspector attributes the want of success in the education to the inferior capabilities of the teachers: their number is large, but he suggests what seems a *primâ facie* sound suggestion, that the numbers might easily be decreased and a more competent staff employed. The Hassanpur Mission school is pronounced by the same gentleman to be the best Mission vernacular school in the Division, while the Sambhal and Chandausi schools show work of a fairly satisfactory nature.

The budget allotment for the tahsíli and pargana schools amounted to Rs. 2,598, while the actual expenditure amounted to Rs. 2,516-5-0, leaving a balance of Rs. 81-11-0: a further income, moreover, must be noticed, that from fees, which amounted to Rs. 376-6-0. The halkabandi allotment was Rs. 15,000, and of this sum Rs. 14,315-8-7 was actually disbursed, leaving a balance of Rs. 684-7-5. Scholarships were granted to 20 boys.

The teachers employed in halkabandi schools were 129 in number, and of these as many as 99, or over 76 per cent., were certificated teachers.

On the whole, therefore, I may conclude by stating that the state of education in the district was satisfactory, and that good progress was made during the year under report."

ALLAHABAD.—President, Mr. Benson, C.S. "*Middle Schools.*—The number of these is the same as it was last year. The schools at Sirsa, Kathauli, Daranagar Phulphur, and Saiyid Sarawan are in good working order, having been classed by the Inspector of Schools as 'improved' and 'efficient.' The schools at Karchhna and Soraon are not in such a satisfactory condition. The number of scholars attending these middle schools at the end of the year was 70, and the average daily attendance 60—an improvement on last year. In consequence of the improved attendance the cost to Government of educating each scholar fell from Rs. 17-14-11 to Rs. 12-10-8. The proportion of Musalman scholars has decreased, but still remains as 5 to 9.

Primary Schools.—The number of primary schools is 131. One new school was opened, the management of five municipal schools was transferred to the Municipal Committee. The number of scholars in attendance on 31st March was 3,816 (835 in the upper and 2,981 in the lower division), the corresponding number last year having been 3,796. The pupils attending municipal schools, too, were entered last year, but not this. The average daily attendance has somewhat fallen off, being only 3,034, as against 3,114. The Government had to pay Rs. 5-6-1 for the education of each scholar in the primary schools during the year.

Inspection.—The Sub-Deputy Inspector, Mannu Lal, has visited all the schools in the district during the year. More than his fair share of this work has been thrown on him in consequence of the employment of the Deputy Inspector on other work,* which interrupted exceedingly his inspection work. Only 13 schools were inspected by district officers. The Inspector seems to have been pretty well satisfied with the result of his inspections, as he classified 49 of the schools he examined as 'Improving,' 28 as 'Stationary,' and only six as 'Declining.'

Examinations.—At the middle class vernacular examination one candidate from this district passed in the first class and three in the second. This does not compare unfavourably with the results obtained in other districts of the division. The papers in mathematics and history and geography seem to have been rather more difficult than usual. In the examination of the 'upper' division of primary schools 275 out of 375 boys passed a satisfactory examination. The lower division of the same schools passed 410 boys out of 593.

School Buildings.—New school-houses are being built by the District Engineer at Bara, Nara Manjhiari, and Kathauli at a cost of Rs. 243 each. The school-houses at Kathauli, Ramapur, Bhupatpur, Pawan, Audhan, Sarai Akil, Ismailganj, Sivaith, Pachhim Sarira, and Karari were re-roofed. This work and all the repairs during the year were carried out under the superintendence of the Deputy Inspector, who thus had a great deal of work thrown on him besides his legitimate work. It has now been arranged that this work shall be performed by the District Engineer, it being clearly within his province. The extensive repairs which it was found necessary to execute this year have caused an increased expenditure under this head of Rs. 788 beyond what was spent last year."

* Work for the Education Commission and the charge for three months of the current duties of the Inspector's office.

ORDERS OF GOVERNMENT.

No. 277 of 1883.

FROM

THE SECRETARY TO GOVERNMENT,

N.-W. PROVINCES AND OUDH,

To

THE DIRECTOR OF PUBLIC INSTRUCTION,

N.-W. PROVINCES AND OUDH.

DATED NAINI TAL, THE 3RD OCTOBER, 1883.

SIR,

EDUCATIONAL DEPT.

I AM directed to acknowledge the receipt of your report on Public Instruction in the North-Western Provinces and Oudh for the year ending 31st March, 1883, and to communicate the following remarks and orders thereon. The report is dated 29th June, and was received in this office on the 3rd of August.

2. The educational institutions of these provinces are, in accordance with the orders of the Government of India, classified under—(*a*) Government colleges and schools, (*b*) Aided colleges and schools, (*c*) Unaided colleges and schools. Colleges and schools not under the regular inspection of the officers of the department are not, however, included in the statistical returns. A brief outline of the system of university and school education in the different classes of colleges and schools has been given in the report; and the leading statistics of the year under report, as contrasted with those of the previous year, are shown in the following table:—

	Number of institutions.		*Number of students.*		*Expenditure on instruction, excluding direction, inspection, building grants, scholarships, and other miscellaneous items.*						*Percentage of State expenditure on each class of institution.*		*Cost of educating each pupil in 1882-83.*	
					1881-82.			1882-83.						
	1881-82.	1882-83.	1881-82.	1882-83.	State (including Government local rates and cesses)	Other sources.	Total.	State.	Other sources.	Total.	1881-82.	1882-83.	Total cost.	Cost to Government.
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs. a. p.	Rs. a. p.
I.—Government institutions.														
Colleges ...	4	5	599	622	1,01,808	37,420	1,39,228	1,06,869	36,166	1,43,045	8·60	8·81	283 3 7	211 9 0
High and middle,	522	487	6,489	6,843	2,20,676	26,818	2,47,494	2,13,984	31,894	2,45,788	18·63	17·64	47 3 7	41 1 9
Lower ...	5,561	5,540	197,060	202,666	6,24,944	72,366	6,97,310	6,30,593	77,429	7,08,022	52·77	51·99	4 6 11	3 15 3
Special ...	19	22	345	520	54,744	423	55,197	58,860	508	59,368	4·63	4·85	133 0 3	131 14 1
II.—Aided institutions.														
Colleges ...	6	6	318	323	21,848	38,900	60,748	24,980	41,336	66,316	1·84	2·06	282 6 11	106 6 3
High and middle,	87	94	3,224	3,763	70,452	1,29,307	1,99,759	85,303	1,34,713	2,20,016	5·95	7·03	78 0 2	30 3 11
Lower ...	270	275	16,091	16,393	86,527	1,41,493	2,28,020	88,731	1,55,847	2,44,578	7·31	8·32	18 14 1	6 13 7
Special ...	5	3	241	253	3,168	5,603	8,771	3,480	4,711	8,191	·27	·28	34 4 4	14 8 11
III.—Private institutions.														
Colleges ...	1	2	20	28	...	2,014	2,014	...	5,628	5,628	...	...	299 11 5	...
High and middle,	5	5	50	88	...	2,415	2,415	32	2,736	2,768	...	...	50 5 3	0 9 3
Lower ...	41	63	1,159	1,574	...	10,480	10,480	254	10,534	10,788	...	·02	8 9 11	0 3 3
Total ...	6,521	6,502	225,596	233,073	11,84,197	4,67,239	16,51,436	12,13,086	5,01,412	17,14,498	100	100	9 5 7	6 9 11
Average attendance.	...	...	174,480	183,324	...	...	...	...	...	...	...	...	...	...

There was in 1882-83 a decrease of 19 in the number of educational institutions of all kinds; but the number of students on the rolls rose from 225,596 to 233,073, or an increase of 7,477, and, what is more satisfactory, the average daily attendance showed an increase of 8,844.

3. The receipts and expenditure of 1881-82 and 1882-83 were as follows:—

	1881-82.	1882-83.
Receipts.	Rs.	Rs.
Municipal grants	52,069	54,366
Subscriptions and donations	1,96,671	2,61,230
Fees	1,62,175	1,82,042
Endowments...	1,18,891	87,818
Total ...	5,29,806	5,85,456
Expenditure.		
Direction	35,540	36,605
Inspection	2,15,915	2,16,614
Instruction, including grants-in-aid	16,51,436	17,14,498
Building grants	79,547	1,26,208
Miscellaneous, including scholarships	72,994	78,160
Total ...	20,55,432	21,72,085

Out of the total expenditure of Rs. 21,72,085, the Government paid Rs. 15,86,629, and the balance, Rs. 5,85,456, was met, as shown above, from other sources. The expenditure on the different classes of educational institutions was—primary schools 62·4 per cent., high and middle schools 21·2 per cent., colleges 10·5 per cent. The increased receipts from fees and endowments are satisfactory, while the expenditure on primary education has continued to increase.

4. The changes in the control and management of certain classes of the State schools, introduced early in 1882, when the system of local administration was revised, are described in paragraph 11 of the report. In the North-Western Provinces the district school committees were placed in a more independent position, and their powers were considerably enlarged. The same system has been applied to Oudh; and the control of the middle and primary schools in that province no longer rests solely with the Inspector and his staff. The Lieutenant-Governor trusts that these changes, which are now confirmed and continued by the Local Self-government Acts just passed, will promote the spread and development of popular education, and will lead toward the end of placing the management of this class of schools in the hands of the people themselves.

5. During 1882-83, 13 institutions were open for university education and its equivalent, as compared with 11 in 1881-82. Of these, eight were English arts colleges, three were oriental, and two were colleges for professional training in law. On the 31st March, 1883, 973 students were on the rolls, as compared with 937 on the 31st March, 1882. The average

number on the rolls during 1882-83 was 882, and the average daily attendance was 764, as compared with 850 and 741, respectively, in 1881-82. Of the students of 1882-83, 121 were reading for degrees and 852 for the first arts, licentiate, or corresponding examination. As compared with Rs. 2,01,990 in 1881-82, the total cost of all the colleges in the year of review (exclusive of inspection and other general and miscellaneous charges) was Rs. 2,14,979, of which Rs. 1,27,774 was met from provincial revenues, Rs. 4,075 from Government local rates or cesses, Rs. 53,473 from endowments, Rs. 11,947 from fees, and Rs. 17,683 from other sources. The average total cost of educating each student, and the average cost of their education to Government for 1882-83 and the previous year, are shown in the table below:—

		Total cost.	Cost to Government.
		Rs. a. p.	Rs. a. p.
Government English Colleges	1881-82 ...	862 2 1	607 12 2
	1882-83 ...	814 12 5	588 3 1
Aided English Colleges	1881-82 ...	366 8 0	131 2 7
	1882-83 ...	442 8 5	155 15 3
Unaided English Colleges	1881-82 ...	154 14 9	...
	1882-83 ...	229 11 5	...
Government Sanskrit College	1881-82 ...	36 11 1	35 14 9
	1882-83 ...	41 2 8	40 1 11
Aided Oriental Colleges	1881-82 ...	108 4 6	41 3 11
	1882-83 ...	72 15 1	26 9 0
Aided Law Colleges	1881-82 ...	557 10 0	192 14 0
	1882-83 ...	320 7 6	196 13 8
Total average cost ...	1882-83 ...	272 9 5	166 14 0
	1881-82 ...	281 4 3	172 8 0

There has been a diminution in the cost of education in the Government English colleges during 1882-83. At the Agra College the cost per pupil (Rs. 1,030) is still far too high; but the management has now been taken over by the board of trustees appointed for the purpose, and a further diminution in the average cost of the education of each student may be anticipated. The public spirit and liberality that have been displayed by the native gentlemen who have undertaken to manage and maintain this college as an aided institution are very gratifying indications of a real desire to support the local colleges. And the Lieutenant-Governor hopes that the scheme which you mention, for the restoration of the Bareilly College, may succeed.

6. The results of the university examinations are summarised in paragraph 9 of the report, and are fully noticed for each college in the 22nd and following paragraphs. In all except the F. A. examination the percentage of successful candidates is higher than in the previous year; and as regards all the standards, including the F. A., it is considerably better than the presidency average; while as the total number

of those who passed rose from 244 to 368, the results of 1882-83, as tested by the university examinations, compare very favourably with those of 1881-82. The students of the Muir College (the number of whom continues to increase) particularly distinguished themselves in the examination for Honors in Arts and the M. A. degree, while in the B. A. examination the Canning College was most successful, having passed 15 students out of 24. The remarks of the Principals of the various colleges quoted by you give account of the work of the year, and evince their zeal and solicitude for the progress of their colleges, as well as careful and successful management. Dr. Thibaut, of the Benares Sanskrit College, makes some interesting observations on the present state and progress of Sanskrit learning among the natives. He regrets that the Pandits, superior as they undoubtedly are, even to the best European scholars, in depth of Sanskrit learning, are doing hardly anything towards research in any branch of Indian literature and antiquities. Since the abolition of the Anglo-Sanskrit department of the college, there is no longer, he says, an opportunity for the Pandits to make themselves acquainted in some degree with Western thought and culture. The point is undoubtedly important in regard to the advancement of learning; and Sir Alfred Lyall will endeavour to ascertain whether the two lines of study can be to any degree re-united. The growing demand for university education, when it can be obtained for little or nothing, is noticed by you with the remark that as yet comparatively few young men, able to pay the fees, are willing to undertake lengthened study at colleges situated at a distance from their homes. There is a natural tendency among students and their guardians in these provinces to look on education in our colleges merely as an avenue to Government employment. It is true that, in making selection among candidates for the Government service, the fact that a young man has taken a good degree or attained high distinction at school or college should always carry much weight; and a high standard of education should be one of the primary qualifications for employ. But appointments under the Government are necessarily limited in number; and the main object of education should be to prepare youths for the various professions and avocations that are rapidly springing up, as the country increases in wealth and civilisation, in Upper India. So long as these professions are not regularly formed and laid out as openings that promise a permanent and honourable livelihood, there will be a pressure for employment in the various departments of the State service; and many candidates will continue to be disappointed. But the Lieutenant-Governor observes with satisfaction the report of the Principal of the Canning College, that students are beginning to look out for a profession for themselves on leaving college, and to trust to their own exertions in a private capacity to earn their livelihood. A similar fact is noticed in the report for the Muhammadan College at Aligarh, some of whose ex-students are continuing in England their studies for the law profession.

7. Secondary instruction is given in high and middle schools, English and vernacular. English high schools are tested by the University Entrance examination, and English and vernacular middle class schools by the departmental middle class examinations. The number of these

schools and the attendance at them during the year, as compared with the previous year, are shown in the table below:—

		Number of schools.	Attendance.
Boys' schools.			
(*a*) English—			
Government	1881-82 ...	67	2,927
	1882-83 ...	68	3,046
Aided	1881-82 ...	67	2,635
	1882-83 ...	71	3,082
Unaided	1881-82 ...	5	50
	1882-83 ...	5	88
(*b*) Vernacular—			
Government	1881-82 ...	455	3,562
	1882-83 ...	419	3,797
Aided	1881-82 ...	7	241
	1882-83 ...	8	263
Total ...	1881-82 ...	601	9,415
	1882-83 ...	571	10,276
Girls' schools.			
English aided	1881-82 ...	12	342
	1882-83 ...	13	370
Vernacular aided	1881-82 ...	1	6
	1882-83 ...	2	48
Total ...	1881-82 ...	13	348
	1882-83 ...	15	418

The number of schools for boys fell still further from 601 to 571; but, on the other hand, the attendance rose from 9,415 to 10,276, of whom 1,761 were in high schools and 8,515 in middle schools. The average number on the rolls during the year was 9,366, and the average daily attendance 7,730, as compared with 8,660 and 7,235, respectively, in 1881-82. The classification according to race and creed of the pupils was—Europeans and Eurasians 467, Native Christians 156, Hindus 7,691, Muhammadans 1,953, and others 9. Six thousand one hundred and ninety boys were learning English, 5,775 vernacular, 319 Latin, 167 Arabic, 4,550 Persian, and 980 Sanskrit. The number of girls' schools was two more than in 1881-82, and of the pupils 105 girls were in high schools and 313 were in middle schools. The average number of girls on the rolls during the year was 365, and the average daily attendance was 350. Of the girls 353 were Europeans and Eurasians, and 65 Native Christians. As compared with Rs. 4,14,075 in 1881-82, the total expenditure on boys' schools in 1882-83 was Rs. 4,25,379, of which Rs. 62,190 was contributed by provincial revenues, Rs. 2,23,415 by Government local rates or cesses, Rs. 14,936 by endowments, Rs. 51,064 by fees, Rs. 15,661 by municipal grants, and Rs. 58,113 were obtained from other sources. Similarly, against Rs. 35,593 expended on girls' schools in 1881-82, the total expenditure of 1882-83 was Rs. 43,193, of which Rs. 9,701 was derived from provincial revenues, Rs. 4,013 from local rates or cesses, Rs. 375 from endowments, Rs. 19,694 from fees, Rs. 408 from municipal grants, and Rs. 9,002 from

other sources. The total cost of educating each pupil and the cost to Government, as compared with the preceding year, is shown below :—

		Total cost.	Cost to Government.
Boys' schools.		Rs. a. p.	Rs. a. p.
Government English schools	1881-82 ...	83 11 7	73 15 2
	1882-83 ...	79 14 0	68 9 11
Aided English schools	1881-82 ...	78 11 5	29 12 1
	1882-83 ...	76 15 2	31 2 3
Unaided English schools	1881-82 ...	75 7 6	...
	1882-83 ...	50 5 3	...
Government vernacular schools	1881-82 ...	21 9 9	19 13 7
	1882-83 ...	20 5 9	18 7 8
Aided vernacular schools	1881-82 ...	17 5 11	7 9 7
	1882-83 ...	11 9 2	4 12 8
Girls' schools.			
Aided English schools	1881-82 ...	110 9 4	25 3 5
	1882-83 ...	127 7 5	34 8 5
Aided vernacular schools	1881-82 ...	71 2 8	28 0 0
	1882-83 ...	91 15 7	74 4 0

8. The results for English high schools of the Entrance examination of the Calcutta University are clearly shown in the report. The poor success of candidates from these provinces at the Entrance examination was specially commented on last year. In 1882-83 the percentage of successful candidates rose to 53·80 as against 43· per cent. in the preceding year. It is difficult to account for the variations from year to year; but the expectation of equal if not greater success in the present year will, it is hoped, be realised. The Government schools continued to show the best work, the returns for the Bareilly, Allahabad, Moradabad, Sháhjahánpur, Cawnpore, Muttra, and Meerut high schools, and (with two exceptions) for all the Oudh high schools, being specially satisfactory. The aided schools, with the exception of the Canning College, the Aligarh Muhammadan College, the three Agra colleges, the Allahabad high schools, and the Azamgarh school, show poorer results, though an improvement upon those of the preceding year.

9. The returns of the departmental middle class anglo-vernacular examination may be summarised as follows for the different classes of schools, the corresponding total figures for the previous year being added below :—

	Number examined.	Passed.	Failed.	Percentage passed.
Government high schools, North-Western Provinces and Oudh.	350	129	221	36·85
Government middle schools, North-Western Provinces.	99	42	57	42·42
Aided high schools, North-Western Provinces and Oudh.	252	40	212	15 87
Aided middle schools, North-Western Provinces and Oudh.	94	24	70	25·53
Private schools and candidates, North-Western Provinces and Oudh.	98	20	78	20 40
Total ... 1882-83 ...	893	255	638	28·55
Total ... 1881-82 ...	889	274	615	30·8

The subjects of examination were somewhat extended in 1882-83, and the standard for passing was in other respects made more difficult. The success or failure of the different schools, some of which did badly, is noticed in the report; and it cannot be said that the results as a whole were quite satisfactory. The aided schools generally continue to show a considerably lower percentage of passed candidates than the Government schools, a fact indicating some deficiency on the part of the teaching staff or the method of management.

10. The following are the returns of the middle class vernacular examination for the different classes of schools from which candidates were sent up, figures for 1881-82 being given beneath:—

Schools.	Number.	Candidates.	Passed.	Percentage passed.
Government (A)—				
Tahsili	199	829	113	13·63
Halkabandi	119	297	32	10·77
Pargana	45	144	13	·90
Inferior zila	5	21	9	42·86
Anglo-vernacular	...	...	...	...
Total ...	368	1,291	167	12·94
Aided (B)	14	55	...	...
Private or Indigenous (C)	31	106	2	·19
Total ...	45	161	2	·12
GRAND TOTAL ... 1882-83 ...	413	1,452	169	11·64
GRAND TOTAL ... 1881-82 ...	425	1,308	514	39·29

The figures would at first sight indicate a very serious falling off in the condition of the schools, for of 1,452 candidates examined in 1882-83, only 169, or 11·64 per cent., passed, as compared with 514 out of 1,308 candidates, or over 39 per cent., in the preceding year. All schools were affected alike, but the failure of the aided and indigenous schools was especially conspicuous. It is explained, however, that several additions were made in 1882-83 to the subjects for examination, and that the standard for passing was raised from 35 to 40 per cent. of the total marks in each group of subjects; and, deprecating a lowering of the standard, you agree with the Principal of the Muir College, who superintended the examinations, in thinking that the small number of candidates passed this year does not result from any general decline of efficiency in the schools, but may fairly be attributed to the extended range of subjects and the enhanced standard. The wisdom of applying tests much beyond the attainment of the examined candidates seems somewhat questionable, seeing that the inevitable failures resulting from this procedure can hardly fail to discourage both teachers and taught; but there may be reasons for it that have not been mentioned in the report, and as the whole subject of the middle class examinations has been separately reported on by you, further comment upon it, and upon the connected subject of second class certificates for admission to Government employment, will not here be made. The subject, however, is of much importance both to public instruction and to the administration generally.

11. Paragraphs 83—316 of the report contain the remarks of the Inspectors on the high and middle schools of the provinces inspected by

them, and of the Principal or Headmaster in cases where a school is not under the Inspector. Notwithstanding the general failure at the middle class examinations, the reports on the schools are generally favourable, and indicate that secondary education has not lost ground. It seems, however, that some secondary schools might with advantage be reduced to the rank of primary schools; and in others the teachers are incompetent to instruct the upper classes, or devote most of their attention to the upper at the expense of the lower classes. It rests with Inspectors and district committees promptly to take steps to remedy defects of this kind when brought to notice, and it is satisfactory that in many schools, notably in the case of the important Mufid-i-ám School at Agra, the efficiency of the management has increased. With the higher standards of examination now in force, thoroughly competent teachers are absolutely necessary to enable schools to give creditable results, and no opportunity should be lost of impressing this fact on the managers of aided and other institutions not directly under Government control. It is by the examination returns that the efficiency of these schools must mainly be judged; and a well-managed and well-taught school must be considered in all respects a more useful institution than one where, though the numbers on the rolls may be much larger, the tuition and method of management, as evidenced by examination results, are decidedly inferior. The Lieutenant-Governor has noticed with pleasure Mr. Nesfield's report of the foundation and growth of the Government Sanskrit school at Ajudhya, which seems to have made a successful and popular beginning.

12. The following comparative statement shows the number of primary schools of each class, and the attendance at them during 1882-83 and the previous year in the North-Western Provinces and Oudh:—

	N.-W. Provinces.				Oudh.			
	Number of schools.		*Attendance.*		*Number of schools.*		*Attendance.*	
	1881-82.	1882-83.	1881-82.	1882-83.	1881-82.	1882-83.	1881-82.	1882-83.
Boys' schools, English.								
Government	41	42	3,992	4,408	31	32	2,327	2,563
Aided	59	60	6,228	6,530	15	17	1,917	2,085
Unaided	10	10	286	414	3	2	144	102
Vernacular.								
Government	4,127	4,124	1,41,799	1,45,866	1,202	1,188	45,255	46,294
Aided	48	51	2,353	2,578	8	8	378	263
Unaided	10	20	221	285	8	9	266	270
Total ...	4,295	4,307	1,54,879	1,60,081	1,267	1,256	50,287	51,577
Girls' schools, English.								
Government	...	...	...	...	...	...	...	...
Aided	13	14	964	1,053	5	6	468	473
Unaided	...	...	...	...	...	1	...	20
Vernacular.								
Government	110	107	2,532	2,420	50	47	1,155	1,115
Aided	106	107	3,334	3,115	16	12	449	296
Unaided	5	6	124	144	5	15	118	339
Total ...	234	234	6,954	6,732	76	81	2,190	2,243
Grand Total ...	4,529	4,541	1,61,833	1,66,813	1,343	1,337	52,477	53,820

The number of primary schools in both provinces remained almost the same, but the increased attendance is satisfactory. The total number of pupils in primary schools of all kinds for boys on the 31st March, 1883, was 211,658, as compared with 205,166 on the 31st March, 1882; and the average daily attendance in 1882-83 was 166,254, as against 158,313 in 1881-82. Of the pupils 13,888 were learning English, 208,500 vernacular, 33 Latin, 165 Arabic, 15,009 Persian, and 661 Sanskrit. As compared with Rs. 8,33,001 in 1881-82, the total expenditure on the schools was Rs. 8,41,672, of which Rs. 25,777 was contributed by provincial revenues, Rs. 6,47,432 by local rates or cesses imposed by Government, Rs. 10,744 by endowments, Rs. 72,171 by fees, Rs. 35,523 by municipal grants, and Rs. 50,025 from other sources. The total annual cost of educating each pupil was Rs. 5-1-0, and the cost to Government (debitable as grants from provincial revenues and local rates or cesses imposed by Government) Rs. 4-0-9, as compared with Rs. 5-4-2 and Rs. 4-3-5, respectively, in 1881-82. The total number of pupils in primary schools of all kinds for girls on the 31st March, 1883, was 8,975, as compared with 9,144 on the 31st March, 1882; and the average daily attendance in 1882-83 was 7,540, as against 7,359 in 1881-82. Of the pupils 363 were Europeans and Eurasians, 1,501 Native Christians, 4,440 Hindus, 2,656 Muhammadans, and 15 of other classes; and of all of these, 1,190 pupils were learning English, 8,219 vernacular, 39 Latin, 68 Arabic, and 125 Persian. The total expenditure on girls' schools was Rs. 1,21,726, compared with Rs. 1,02,809 in 1881-82. Of the former sum Rs. 11,944 was met from provincial revenues, Rs. 34,425 from Government local rates or cesses, Rs. 1,632 from endowments, Rs. 26,124 from fees, Rs. 2,030 from municipal grants, and Rs. 45,561 from other sources. The total annual cost of educating each pupil was Rs. 16-2-3, and the cost to Government Rs. 6-2-4, compared with Rs. 13-15-6 and Rs. 5-15-3, respectively, in the previous year.

13. The returns for the upper and lower primary examinations, by which the condition of the primary schools is tested, are shown in the table below :—

	North-Western Provinces.			Oudh.		
	Number of pupils.	*Passed.*		Number of pupils.	*Passed.*	
		Upper.	Lower.		Upper.	Lower.
Boys' schools.						
English ... 1881-82 ...	10,506	1,097	1,301	4,388	205	455
English ... 1882-83 ...	11,352	1,200	1,568	4,750	184	479
Vernacular ... 1881-82 ...	144,373	3,698	10,485	45,899	1,627	2,593
Vernacular ... 1882-83 ...	148,729	4,423	11,184	46,827	2,366	3,654
Total ... 1881-82 ...	154,879	4,795	11,786	50,287	1,832	3,048
Total ... 1882-83 ...	160,081	5,623	12,752	51,577	2,850	4,133

	North-Western Provinces.			Oudh.		
	Number of pupils.	Passed.		Number of pupils.	Passed.	
		Upper.	Lower.		Upper.	Lower.
Girls' schools.						
English ... 1881-82 ...	964	51	104	468	11	31
English ... 1882-83 ...	1,053	73	137	493	34	53
Vernacular ... 1881-82 ...	5,990	35	275	1,722	32	22
Vernacular ... 1882-83 ...	5,679	25	268	1,750	32	36
Total ... 1881-82 ...	6,954	86	379	2,190	43	53
Total ... 1882-83 ...	6,732	98	405	2,243	66	89

In 1882-83 8,473 boys passed the upper test, compared with 6,627 in 1881-82, and 16,885 the lower test, compared with 14,834. In the year under report 164 girls passed the upper, and 494 the lower, test, as against 129 and 432, respectively, in the previous year. The general improvement in the attendance and efficiency of the schools as shown by the returns is encouraging.

14. As usual, full extracts have been given from the reports of the Inspectors on the state of the schools in each division. These reports are on the whole of a favourable nature. Useless schools have been reduced, inefficient Deputy Inspectors and schoolmasters are gradually being replaced by competent men, and some progress is reported even in the backward districts of the Allahabad division. A very complete and interesting account has been given by the Oudh Inspector of the principles on which the village school system in that province was organised and has been conducted, and of the present state of the schools. It affords good ground for concluding that the work of inspection has been thoroughly carried on by Mr. Nesfield and his Assistant and Deputies; and this *resumé* of their work must prove to be a valuable aid to the district boards in undertaking the management of the schools now for the first time put under local control. The Inspectors' remarks (paragraph 416 of the report) in regard to the transfer to Deputy Inspectors of the building work of schools should be carefully considered by the district authorities.

15. Under the head of schools for technical training, returns are given for 25 institutions, *viz.*, the medical school at Agra, the Government normal schools in the North-Western Provinces and Oudh, the aided normal school for schoolmistresses at Benares, and the aided male and female industrial schools at Gorakhpur and Benares. As compared with 586 on the 31st March, 1882, the total number of scholars at these institutions on the 31st March, 1883, was 773, of whom 77 were attending the Agra medical school, 437 the normal schools for masters in the North-Western Provinces and Oudh, 94 the normal schools for mistresses, and 165 the industrial schools at Gorakhpur and Benares. Of the students, 263 were Native Christians, 385 Hindus, and 125 Muhammadans. On the 31st March, 1883, 88 scholars were learning English, 814 vernacular, and 66 Persian. The total expenditure was Rs. 67,559, compared with Rs. 63,968 in 1881-82; and of the former amount Rs. 18,326 was met from provincial revenues, Rs. 44,014 from Government local rates or cesses, Rs. 680 from endowments, Rs. 1,015 from fees, and Rs. 3,524 from other sources. The annual cost of educating each of the students in the

different classes of schools was as follows, the figures for the previous year being also given:—

Schools.		Total cost.	Cost to Government.
		Rs. a p.	Rs. a. p.
Medical school, Agra	1881-82 ...	474 9 10	467 3 8
	1882-83 ...	240 4 0	238 0 0
Normal schools for masters, North-Western Provinces,	1881-82 ...	133 3 10	132 10 2
	1882-83 ...	128 0 4	127 13 10
Ditto ditto, Oudh	1881-82 ...	71 14 4	71 14 4
	1882-83 ...	80 12 5	80 12 5
Normal schools for mistresses, North-Western Provinces.	1881-82 ...	117 14 7	34 14 7
	1882-83 ...	68 15 5	27 14 6
Ditto ditto, Oudh ...	1881-82 ...	37 3 2	33 9 7
	1882-83 ...	31 0 0	28 0 0
Industrial schools	1881-82 ...	15 14 7	8 2 11
	1882-83 ...	14 12 4	7 0 11
Total ...	1881-82 ...	116 1 6	105 2 6
	1882-83 ...	98 9 3	90 15 4

The normal schools, both in the North-Western Provinces and Oudh, are said to be doing good work, and to be turning out a competent class of teachers, which must in time have a beneficial effect on the progress of primary education.

16. The scholarship system remained unchanged in the year under report. The large amount subscribed for additional scholarships at the Agra College, in view of its transfer (since carried out) to trustees, testifies to the interest taken by native gentlemen and others in the maintenance of an old endowed educational institution, the proposals to abolish which unquestionably created considerable alarm and disappointment in certain sections of the native community.

17. The sale of vernacular books, both in the North-Western Provinces and Oudh, increased largely during the year. Improved text-books and readers are gradually being introduced into schools; and in Oudh the revision of the old curriculum of study has been completed, with the result that the Inspector considers the present series of text-books used in primary schools to be more complete and suitable than it has ever been before.

18. The appointment of three officers, who had done good service in the Educational Department, to the Revenue Department, is mentioned with satisfaction; and about 950 students, fresh from school or college, obtained employment during the year on salaries ranging from Rs. 3 to Rs. 150 per mensem. Orders have again been issued during the year for the stricter observance of the rules requiring candidates for the public service to have qualified by the prescribed educational tests; and the subject of the educational qualifications to be required in those who are appointed to the higher branches of the subordinate service is under consideration.

19. The state of the Wards' Institution at Benares is briefly noticed in paragraph 439 of the report. The subject of its transfer is still under consideration, and will be decided as soon as the inquiries as to the most suitable place for its future location have been completed.

20. The code drawn up by the committee appointed by the Government of India to consider the subject of the education of European and

Eurasian children was promulgated during the year, and was referred to you for special and comprehensive report on its application to the schools of these provinces. The report is still awaited; but the necessity for some modifications of the code is anticipated, seeing that the schools in these provinces are smaller, and the instruction less advanced, than in the Lower Provinces of Bengal. From the Inspectors' reports it would appear that the managers of several institutions fear that it may be impossible to obtain the same grants under the new regulations as at present. But ample time has been allowed by the Government of India for ascertainiug the probable practical effect of the code, and the subject need not be further discussed here. Gratuitous instruction is at present provided for European and Eurasian children at Meerut, Moradabad, Agra, Allahabad, Benares, and Gházipur; and Government also paid Rs. 2,676 during the year for the schooling of 251 children, as compared with Rs. 1,946 in 1881-82. You again remark that parents are not in all cases anxious to take advantage of the opportunities offered them for the education of their children, a difficulty which, so far as the Government is concerned, can scarcely be overcome. In 20 aided schools for European and Eurasian boys of the better class, there were 1,144 pupils on the rolls on the 31st March, 1883, compared with 821 scholars in 17 schools on the 31st March, 1882. The expenditure on these schools in the year under report was, Rs. 36,148 from grants-in-aid and Rs. 65,573 from private funds, as against Rs. 31,968 and Rs. 56,074, respectively, in the previous year. In seven aided girls' schools of the same kind there were 606 scholars on the rolls on the 31st March, 1883, compared with 493 scholars in six schools on the 31st March, 1882. The expenditure on these schools in the year under report was Rs. 19,800 from grants-in-aid and Rs. 44,922 from private funds, as against Rs. 16,500 and Rs. 33,135, respectively, in 1881-82. These figures are so far satisfactory, and the schools are, as a rule, favourably reported on by the Inspectors.

21. Copious extracts from the reports of the district boards on the schools under their charge are given in the appendix to the report, which also comments briefly on the general results of the year. These results are regarded as satisfactory, and as showing evident improvement in the attendance and instruction given in vernacular schools. During the year, as already mentioned, the former district school committees were replaced by the district boards, so that the management of the schools was to some extent in a state of transition; and most of the reports probably represent the views of the district officers, which, however, being drawn from experience and active supervision of the schools, and from contact with the various needs and circumstances of different parts of the country, are of much value. But the share taken by the boards in the direction of the schools, and their interest in the results of public instruction, may be expected to extend and improve; so that in time the reports will convey the opinion and advice of the independent members, and will show what the leading people of the country actually wish and prefer in the matter of this class of education. Several of the reports for 1882-83 are interesting. A few of them show that the difficulties obstructing the spread and advancement of primary education are not only clearly appreciated and understood, but that endeavour is being

made to remove them. The reports submitted from the Budaun, Jalaun, and Gonda districts, the first by an independent member of the district board, and the others by native officers, may be specially mentioned. Among the subjects discussed in the district reports is the inefficiency of the teachers in primary schools, which is mainly ascribed to the inadequacy of their pay. It is observed that in several districts the pay of teachers has been raised, and that attention is being directed to keeping up only really efficient schools and abolishing those where the instruction or attendance is not up to the proper standard. In all districts some such process of careful sifting and examination of the best way of obtaining substantial results from the means available, should be set on foot. As is observed in the Saháranpur report, good and effective teaching can only be had if fair wages are given to the teachers. The want of more scholarships is also alluded to in some reports; but a supply of competent teachers would seem the first desideratum, as it is of little purpose to attract boys to school unless proper instruction can be provided for them. In the reports for Sháhjahánpur, Jalaun, and Gonda, much is said to show that the scheme of studies laid down for primary schools is not in accordance with the wishes and wants of the people, a matter which was commended to your consideration in the orders on the last report. The subject is an important one, and it will probably be dealt with in the forthcoming report of the Education Commission. In some districts, *e.g.*, Sháhjahánpur, Bánda, Jaunpur, and Hamírpur, the trustworthiness of the registers of attendance is spoken of as not being above suspicion. The state of things indicated may possibly exist in other districts also; and it is necessary that district and local boards, with the superior officers of the department, should use strenuous endeavours to detect and put a stop to fraudulent registration. The proceedings of the Bareilly board in this direction are noticed with approval. It is, however, believed that improvement in this respect has taken place of late years in the educational returns, and there is reason to anticipate that, with reasonable vigilance on the part of the independent members of the district and local boards, trustworthy returns may eventually be everywhere obtained.

22. In conclusion, I am to say that the Lieutenant-Governor considers that the important duties of the department of public instruction have been discharged in a very creditable and commendable manner by the Principals and Professors of Colleges, the Inspectors of Schools, and the members of the educational staff generally. I am also to acknowledge with approval the very complete report submitted by you upon public instruction during 1882-83.

I have the honor to be,

SIR,

Your most obedient servant.

J. R. REID,

Offg. Secretary to Government,
N.-W. Provinces and Oudh.